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A descriptive study of vocational-technical education was conducted to determine (1) offerings presently available, (2) how the program is administered and conducted, (3) the objectives of present offerings, (4) which students benefit from a more complete program, and (5) the employment opportunities open to graduates. Tables present federal and state reimbursements for 1960-61 to 1967-68, and a summary chart shows program objectives, offerings, facilities, and student enrollments. Career interest forms were administered to 916 students in grades 7 through 12. Findings were: (1) A majority of career choices were made in grades 7, 8, and 9, (2) Students respected help and guidance of parents and would benefit from additional vocational guidance services, (3) Many students envisioned an immediate entry into work and into higher education, and (4) One-third of the students would attend a local vocational-technical school if offered the opportunity. The school dropout rate was determined to be 27 percent with about 15 percent being students of above average ability. It was recommended that: (1) occupational advisory committees be utilized, (2) the vocational guidance program be given increased emphasis, (3) the work experience program be expanded, (4) in-depth followup of graduates and dropouts be initiated, and (5) additional effort be made in the adult education and post-high school areas. (DM)

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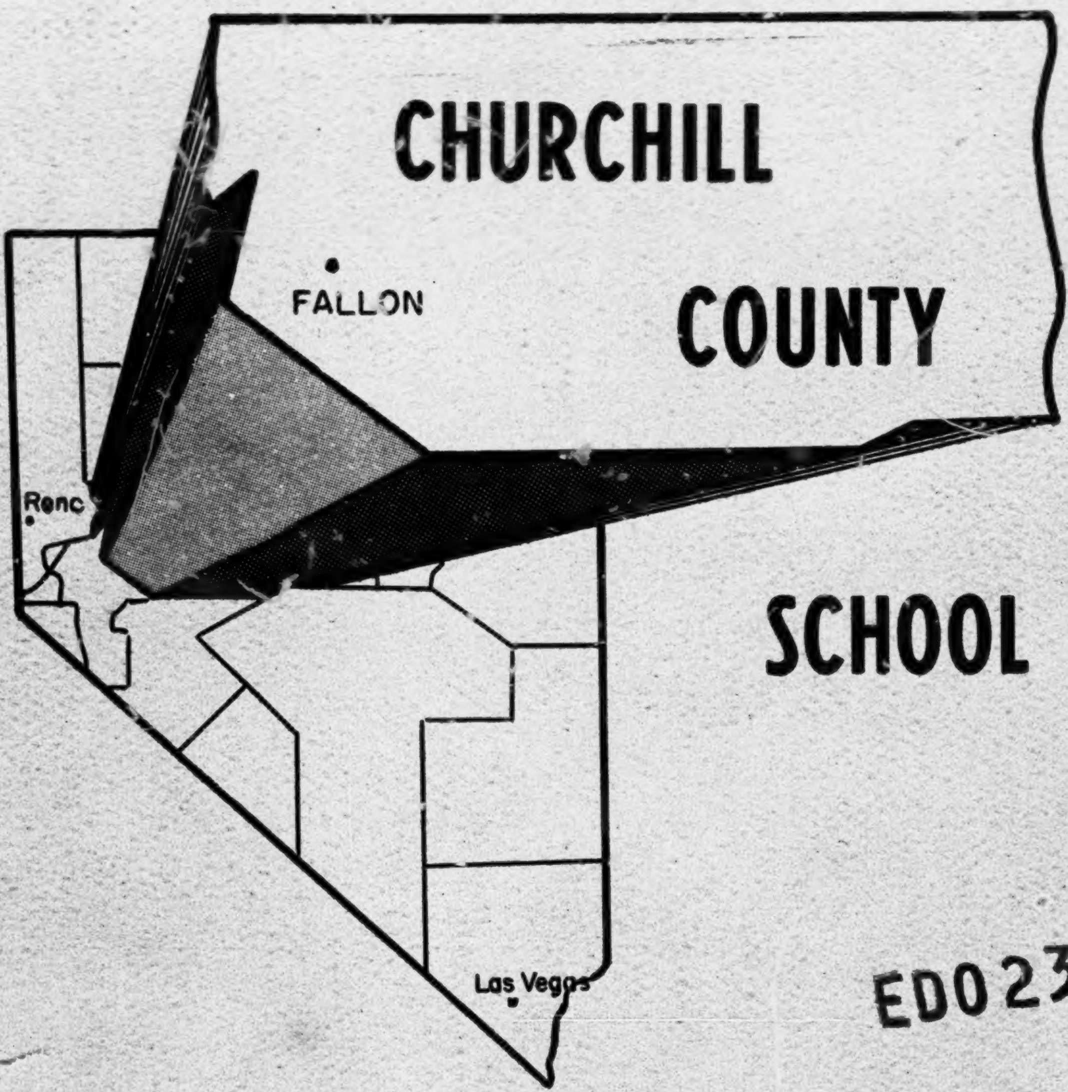
A STUDY OF
VOCATIONAL - TECHNICAL EDUCATION
IN THE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Research Coordinating Unit

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A STUDY OF VOCATIONAL-TECHNICAL EDUCATION
IN THE
CHURCHILL COUNTY, NEVADA, SCHOOL DISTRICT.

The work presented or reported herein was performed pursuant to a Grant from the U. S. Office of Education, Department of Health, Education, and Welfare.

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April, 1968

Churchill County School Board. Seated from left to right: Louie Venturacci: Lois Lewis; George Frey, Chairman; W. V. Olds, Churchill County Superintendent of Schools; Della F. Oats; Elmo Dericco, Administrative Assistant, Churchill County Schools. Standing: Don Travis, Director of Vocational and Adult Education, Churchill County Schools; Mark S. Miller; L. C. "Roy" Sc ank: Lawrence H. Doyle; and Dr. E. E. Loveless, Researcher, Nevada RCU.

ACKNOWLEDGMENTS

When we consider the rapid rate of technological change and the unprecedented number of young people in our schools today we are faced with many new and perplexing employment problems. Much of the literature reports that our unskilled and uneducated young people can be trained for the jobs of our technical society, and it is with this speculation and hope that the present study was undertaken.

Many people have contributed toward the successful completion of this undertaking. First of all, we thank Dr. J. Clark Davis, Director of the Nevada Research Coordinating Unit and newly-appointed Director of Research and Planning at the University of Nevada, for initiating and providing the necessary resources and facilities for the study's execution.

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Miss Pauline A. Nelson. These three people contributed their valuable time and effort in administering the Student Career Interest Forms to more than 900 students, grades 7 through 12. A word of thanks is also due the people at the University of Nevada Data Processing Center, particularly Sandra Alexander and Dale Johnson, for the data computations.

We are grateful to the teachers of vocational-technical classes in the Churchill County Schools for their assistance in writing a description for each of their programs. We wish to thank Joan Sokolowski, the Nevada Research Coordinating Unit Office Manager, who has given exceptionally valuable assistance with this study. Janet Peevers and Jo Butler have performed the essential secretarial services required for the project in a most efficient manner.

It is our hope that this research will make some little difference in the understanding and offerings of vocational-technical education in Churchill County.

E.E.L.
D.T.

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CHAPTER I

VOCATIONAL AND TECHNICAL OFFERINGS IN THE CHURCHILL COUNTY SCHOOLS

Introduction

The present climate for vocational and technical education has been enormously affected by recent Federal action resulting from enactment of the Area Development Act of 1961, the Manpower Training and Development Act of 1962, the Economic Opportunity Act of 1964, and the Vocational Education Act of 1963.

Recognizing the potential impact that this legislation might have on students in the Churchill County Schools, the Nevada Research Coordinating Unit and Churchill County School District undertook this study of the status of, and need for, vocational and technical education in Churchill County.

Vocational and Technical Education has recently been defined by the Nevada State Board for Vocational Education as follows:[1]

> Vocational Education is preparation for gainful employment. It is vocational or technical training or retraining which is given in schools or classes and is conducted as part of a program designed to fit individuals for work as semi-skilled or skilled workers or technicians in recognized occupations which are not generally considered to be professional or as requiring a baccalaureate or higher degree. It is designed so that male and female persons of all ages, race, creed, and color will have ready access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training.

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[1] Nevada Vocational Reflector, Vol. 49, No. 1

The high unemployment of youth under 25 who are high school dropouts or high school graduates with no salable skills, coupled with the spectre of jobs going unfilled because of lack of trained workers, has emphasized the need to re-evaluate our educational system as it relates to satisfying the changing needs of the labor market. Attempts have been made, in this study, to answer the following questions:[2]

PART I

A. What is the sum total of Vocational-Technical offerings presently available to Churchill County students?

(1) What areas of Vocational-Technical are now included in the curriculum?

(2) What level of skill can be attained in each area?

(3) Does the training result in a marketable or salable skill?

B. How are the present Vocational-Technical offerings administered and coordinated?

(1) To what extent are present Vocational-Technical offerings equally available to all county students?

C. What are the objectives of the present Vocational-Technical offerings?

(1) Do they aim at specific vocational targets?

(2) Do they aim at imparting helpful collateral skills, but not actual vocational ones?

(3) What are the targets envisioned by Vocational-Technical teachers?

PART II

Who are the students who would enroll in and benefit from a more complete Vocational-Technical program?

---

[2] Proposal, Vocational-Technical Survey, Board of Trustees, Churchill County School District and Research Coordinating Unit, University of Nevada, Dr. J. Clark Davis, Director, November 14, 1966.

(1) To what extent would a Vocational-Technical program tend to increase the "holding power" of the schools?

(2) Who are the high school dropouts from the Churchill County schools from 1960 to present?

(3) What have been their vocational histories subsequent to leaving school?

(4) Who are the University of Nevada students from Churchill County who completed less than three college semesters from 1960 to present?

(5) What have been their vocational histories subsequent to withdrawing from the University?

(6) To what extent does parental pressure for "higher status professions" deter their high school children from considering or participating in Vocational-Technical programs?

(7) Are inequalities in employment opportunities for minority or disadvantaged groups recognized and how might a Vocational-Technical program work to reduce such inequalities?

PART III

What are the employment opportunities open to Vocational-Technical graduates?

(1) How willing are employers to accept Vocational-Technical graduates?

(2) To what extent do employers want to train young people "on the job"?

(3) What Vocational-Technical skills are in greatest demand within and/or close to Churchill County?

(4) What Vocational-Technical skills have the greatest transferability (i.e., usefulness) throughout the country?

(5) What are the positions of relevant trade unions to Vocational-Technical training by high schools and the later introduction of their graduates into the labor market?

(6) What are the Vocational-Technical skills which are most likely to disappear from the labor scene as a consequence of technological advancement? What are new skills just being introduced at the present time?

(7) To what extent does the high mobility of our population either limit or give impetus to Vocational-Technical programs?

(8) Are Vocational-Technical programs conceived so that the relative proportions of male and female workers are properly reflected?

The Present Vocational-Technical Program

The present vocational-technical program of the Churchill County School District is comprised of the following areas: Vocational Agriculture; Office Practice; Lahontan School of Nursing; Aeronautics; Vocational Carpentry; Drafting and Design; Distributive Education; Adult Education; Auto Mechanics; Industrial Arts; and Home Economics.

The organization of these programs is pictured in Figure 1, which is called "Organization of the Vocational-Technical Programs in the Churchill County, Nevada, School District."

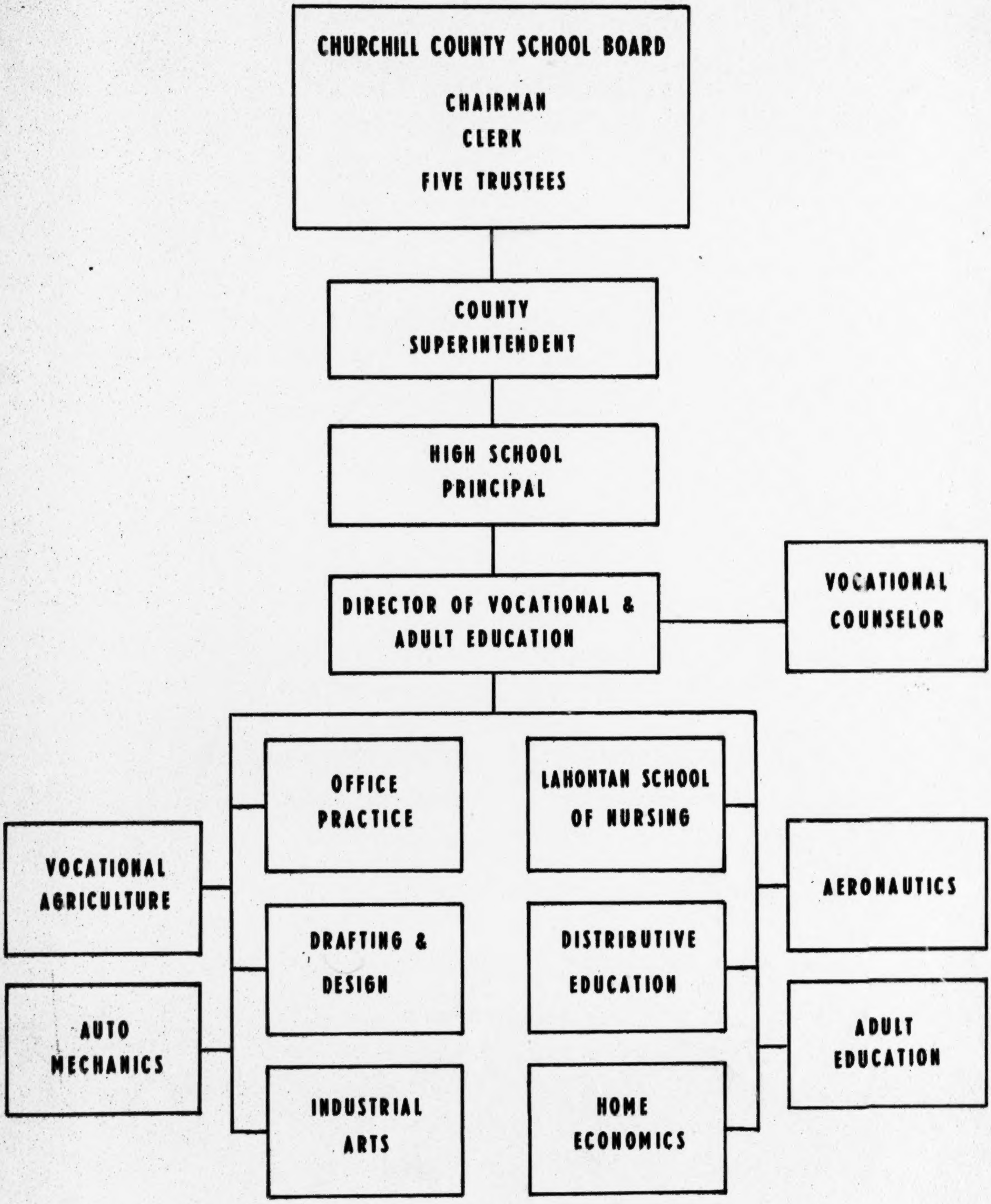
CHURCHILL COUNTY SCHOOL BOARD
CHAIRMAN
CLERK
FIVE TRUSTEES
COUNTY SUPERINTENDENT
HIGH SCHOOL PRINCIPAL
DIRECTOR OF VOCATIONAL & ADULT EDUCATION
VOCATIONAL COUNSELOR
OFFICE PRACTICE
LAHONTAN SCHOOL OF NURSING
VOCATIONAL AGRICULTURE
AERONAUTICS
DRAFTING & DESIGN
DISTRIBUTIVE EDUCATION
AUTO MECHANICS
ADULT EDUCATION
INDUSTRIAL ARTS
HOME ECONOMICS

FIGURE 1

ORGANIZATION OF THE VOCATIONAL-TECHNICAL PROGRAMS
IN THE CHURCHILL COUNTY, NEVADA, SCHOOL DISTRICT

Vocational Agriculture

In The Churchill County Schools, Vocational Agriculture is offered for four years beginning in the ninth grade and extending through high school.

Enrollments for the 1966-67 school year included 26 Ag I students, 22 Ag II students (eight of these were girls), 10 Ag III students, and eight Ag IV students.

Ag Shop is provided as an integral part of the Vocational Agriculture program and presently has a total of 24 students enrolled. Either boys or girls may take Ag Science, which is offered for the three years in high school, with one year of shop being required of those enrolled for the Vocational Agriculture curriculum.

The traditional Agriculture program is conducted with emphasis placed on related agricultural occupations.

The Ag Science portion of this class is geared mainly to the needs of the farmer. Emphasis is placed on agricultural economics so as to include bookkeeping, business management and other phases of farm management that are important for the success of farming.

Vocational Agriculture is, of course, the old standby in the Churchill County Schools. It has been taught for some 40 years in this farming community. Mr. Roy Schank, currently a member of the Churchill County School Board, is a staunch supporter of Vocational Agriculture and has turned out many, many people into the community as graduates of his Vocational Agriculture programs. These alumni are strong advocates of Vocational Agriculture.

Although this program is not serving quite the same demands that existed 15 to 20 years ago, there is still a real need for Vocational Agriculture in the high school curriculum. Today three or four young people who have taken the Vocational Agriculture program out of a typical graduating class will be going to college, another three or four will be taking a job off the farm, and another two or three will actually be going into farming.

To fill the needs of vocational agriculture students is a difficult task. It would seem, however, that the school is doing a fairly good job with the present curriculum. Research in California schools has shown that those students following Vocational Agriculture programs receive neither better nor poorer grades in college than the students who have not followed a Vocational Agriculture curriculum. It would follow that the program is not jeopardizing any student's advanced training in higher education by holding him in a Vocational Agriculture program. It also should be noted that the leadership training included in the Future Farmers of America organization probably puts young men "off and running" a step ahead of the average student who follows a strictly college-oriented curriculum.

The full curriculum in Ag Shop gives the student a tremendous training in the farm shop area. As far as being a salable skill, the training in welding provided is not sufficient to enable a student to go into a welding shop and work, yet it is quite adequate for the average use on a farm. Other phases of training in addition to welding are provided, too. General farm shop work, including some woodwork, some tractor maintenance, and training in nearly all of the tasks that are necessary in the operation of a general farm are included.

It should be emphasized, in this instance, that the salable skill is salable for that particular purpose of actual on-the-farm jobs.

Home Economics

An introduction to the Home Economics curriculum of the Churchill County School District is offered to girls in the seventh grade. Home Economics courses throughout the junior high school are generally considered to be survey courses designed to introduce the student to the full spectrum of home economics with the curriculum becoming more specialized in the tenth, eleventh, and twelfth grades. Classes are co-educational in selected areas such as: Creative Foods, Interior Decoration, Family Living, Clothing Construction and Food Services (offered for the first time, spring semester, 1967).

Recent evaluations have been made in Home Economics I, II, III, and IV, starting with Home Economics I in the junior high school. This examination has led to a revision of the curriculum, and the substitution of specialized courses. Under the previous system, the subject matter was continuous from course to course while increasing in complexity. The new system, by comparison, enables the student to acquire knowledge and skill of the selected area in the period of one semester or one year which previously took two to four years.

Specialized home economics classes, in grades ten through twelve, attempt to provide for the post-high school needs of the students, including preparation and encouragement of students to enter college home economics programs. The range of knowledge that must be imparted to future homemakers is increasing rapidly. The demands on the time and interests of the wife and mother require more and more expertness today. The "explosion" of new equipment to use and maintain, new foods to evaluate, select, and prepare, new fabrics, new household products, new knowledge in baby care and nutrition and other fields makes her education as a homemaker vastly more complex and more critical than in former years.

Regardless of the job or profession for which a woman prepares, rarely is she relieved of her homemaking responsibilities. It becomes increasingly important that young women be trained in such a way that they can confidently face their dual role of homemaker and wage earner. It appears that additional emphasis will be placed on the gainful employment aspect of Home Economics, as well, in the future.

In the case of gainful employment classes, the one that is presently functioning in the Churchill County High School is Food Service training. This program has been set up with an advisory committee from representatives of various restaurants in the community. Students are given instruction in waitress training, salad girl training, catering, and bakery skills, with practical observation and on-the-job participation being provided through the cooperation of local food service establishments. It is expected that the results of this training program will meet the needs of the food establishments of this community. It is, of course, too soon to determine whether this program will actually result in a marketable or salable skill, but it seems at this time that under the present organization it will subsequently do just that. Plans in the gainful employment area include classes in hotel-motel maid's training and clothing services training (clothing service introduced, Spring, 1968).

Impetus for these course initiations and revisions has been passed down to the Churchill County School District from the State Department of Vocational Education. It is felt that these innovations are worthwhile for the students and the community. The home economics curriculum meets similar needs to those met by many other home economics programs in the United States.

Office Practice

Offerings in Office Practice include both beginning and advanced classes. At present there are only girls in these classes. The intent of the office training program is to prepare those students who want to go into office work with good secretarial skills. The Office Practice program that is presently being offered in Churchill County School District is basically a two-year program. This program deals mainly with typewriting skills, business machine operation, transcribing from shorthand notes, and, in general, office practice work.

There would appear to be a gap to fill between the time of graduation from high school and the time when a girl can function well in an office. In the Fall of 1967 Office Practice II was offered for a two-period session. This offering tends to strengthen the program considerably and helps to close the gap between training being provided the Office Practice student and the requirements of employers in the area.

The Office Practice program is the largest, in total numbers, of all Churchill County vocational-technical programs with approximately 80 students enrolled.

The skills that are developed in the Office Practice program are certainly salable skills in that most students employed must have typing. It seems that the greatest demand for part-time help in Churchill County is for someone with typing, shorthand, and some filing skills. This demand comes from the offices in and around Fallon.

On the basis of filling this demand, we would say that the training that the School District provides in Office Practice does result in a salable skill.

Drafting and Design

The Drafting and Design program in the Churchill County School

District includes Mechanical Drawing, which is offered in the ninth through twelfth grades in high school. A student may take four years of drafting. The first year provides a basic introduction to mechanical drawing and the second year an introduction to architectural drafting and use of the latest reproduction machines and blue printing techniques. The third year is an introduction to structural, electronic, civil drafting and contour mapping. For the fourth year the student selects a major type of drafting that he wishes to follow and concentrates on the more advanced techniques in that field. Also included in this program is a class in photography and reproduction.

At present there are approximately 60 girls and boys taking drafting in grades nine, ten, eleven and twelve in the Churchill County High School.

A limited number of drafting and design students have been placed in Fallon offices such as the irrigation district and the telephone company. In all cases, these students have been able to function very well in the capacity of draftsman. The level of skill acquired by these students could probably be termed that of the job title "draftsman" when they graduate.

Students who have attended a college of architecture report that their basic work in high school was good preparation for training that they were taking on campus. There is a report from a young man with Boeing Aircraft that his drafting knowledge obtained in school helped him secure his job. In addition, we see the drafting and design program as a prerequisite for engineering training for the student who would follow through all of the drafting classes that are offered.

Aside from being a vocational objective in itself, the Drafting and Design program, or at least the initial phases, such as Mechanical Drawing I and II, are good prerequisites for sophomore students who plan to go into Auto Mechanics, Carpentry, and even into the Vocational Agriculture program. This is to stress that the level of skill attainable in the drafting and design area is that of a draftsman. There has been an increased number of girls enrolling in these courses in order to learn the techniques of house planning.

A phase included with the drafting and design program is a class in photography and reproduction taught by a commercial photographer. These classes offer a review of the occupational opportunities involving photography and a thorough knowledge of photographic processes including developing films and reproduction of existing prints, etc.

Auto Mechanics

The Churchill County School District's Auto Mechanics program started on an extended-day basis. The program presently is offered on the junior and senior grade level, with the class time totaling 720 instruction hours offered in a two-period block of time. The present senior class is receiving 360 of these hours with the instruction limited to an engine overhaul and some attention to carburization and electronic phases.

This class does produce a marketable skill in the students. It is interesting to note that when the class started in 1966 and the students had completed only one-half of the previously described 360 hour program, more than half of the 12 students were employed in local businesses by mid-June of that summer.

In September of 1967 an Auto Mechanics shop was started at the Dodge Construction Yards. At present the Auto Mechanics program is offered in the following schedule:

Period 2) Period 3)	Auto Mechanics I	15 students
Period 4) Period 5)	Auto Mechanics II	15 students
Period 6)	Introduction to Small Gas Engines	11 students

There is a good demand for trained mechanics. The placement of those students completing this program has been good and it is expected that, as the various employers realize the quality of instruction being offered, the employment picture will be even brighter.

Industrial Arts, Wood Shop and Vocational Carpentry

Wood Shop is offered to all boys in the seventh grade at the junior high school. These boys may take Wood Shop again in the ninth grade and tenth grade.

Vocational Carpentry was first offered as a program in the Fall of 1966. At that time there were 20 students registered in the program.

The Vocational Carpentry program recruits from the eleventh and twelfth grades in the Churchill County High School. Vocational Carpentry is taught five periods a day, with the juniors in a two-period session in the morning, with 13 students enrolled, and the seniors in a two-period session in the afternoon. A single period Introductory Carpentry class is offered last period.

The junior level class is offered a beginning carpentry curriculum. These juniors have had Industrial Arts Wood Shop prior to enrolling in the Vocational Carpentry program, and will, in theory, be registering in the senior level class the following year.

The senior level students are given an advanced curriculum, since most of them have had two years or more of Wood Shop.

The specific training objectives of the Vocational Carpentry program are to take the students as far along the way to becoming carpenters as is possible in the time allotted.

It is too early to tell whether the program efforts will result in a marketable skill, or, for that matter, what level will be attained. We do know that the unions will accept a student from this program on their third step, which gives the young man a fairly livable wage. For these graduates, the unions give credit for approximately three years of apprenticeship training which the union normally would require.

The teaching in carpentry classes is carried out on a very practical basis. Two periods a week are spent in the classroom with lectures and various class exercises, and the rest of the time is consumed in on-the-job training. Students have constructed such things as garages, small buildings, and cabinet work for the School District. All of these projects are undertaken either for school students or School District use with the work on the projects including laying of concrete foundations and doing block work and carpentry.

Vocational Carpentry is a grass roots vocational program and those students who are being trained will certainly have something to sell when they graduate from the program. So far as the program resulting in a marketable or salable skill, there is confidence that such is the case. At this point there has been a limited opportunity to evaluate the program; however, after one year of operation, students have found work as carpenters' helpers in part-time jobs, and the school has received several requests from employers for students graduating from this class.

Distributive Education

This is the second year that the Churchill County School District has offered Distributive Education. The purposes of this program are the following:

1. To offer a balanced and comprehensive instructional program in all areas of distribution and marketing;
2. To develop an understanding of the social and economic responsibilities of those persons engaged in distribution in our community; and
3. To aid in the learning of techniques usable in the distributive occupations.

What are the "distributive occupations?" They are the occupations found in our community that are pursued by proprietors, managers, or employees engaged primarily in marketing or merchandising of goods and services. Such occupations may be found in various business establishments and include, without being limited to: retailing, wholesaling, manufacturing, storing, transporting, financing or risk-bearing.

An objective of the program in Churchill County is to better prepare youthful employees, which in turn will help the business community via improved customer satisfaction, more employee job satisfaction, and reduced labor turnover. In short, they are attempting to teach the young, employable person the qualities that employers are looking for in an employee. A list of present participating employers is as follows:

Fallon Excavating
Winan's Furniture
T & T Auto Repair
Dr. Angelo's
Montgomery Ward
Fallon Flower Shop
Phillips 66 Petroleum Company
Churchill County Library

The program in Distributive Education is conducted with one class meeting 55 minutes per day, with the students "on-the-job" in various stores in the Fallon area for an additional two periods each day. Each student is given two credits for this work, one for "on-the-job" training and one for the class work.

The curriculum for the Distributive Education program is a national curriculum which is outlined for use through the State Department of Education. It is the District's feeling that by following this curriculum it will have the benefit of expert counsel and experience.

With the students being so near to their vocational objective (they are working in the business at the time of training), it is hoped that this would provide meaningful training for them. In this work-study situation, they have every opportunity to achieve the level of training required by their employer. It is the intent of the program to have the class instructor work directly with the employer so as to correct, jointly, any problems which the student may have.

We feel that the Distributive Education program is a very successful one. So far as providing a salable skill, it is our judgment that this training will result in just that, and these young people are actually getting on-the-job training. However, being a new program, the District should wait a year or two before attempting to evaluate the results.

Aeronautics

Today flying is a precise science and the pilot must be well trained to handle the modern aircraft and cope with the ever-growing flow of air traffic. In 1967, 3.8 billion air miles were flown by non-military aircraft in the United States. There are approximately a half million licensed pilots in this country today, a number which is larger than the entire population of Vermont.

Aviation is big, and getting bigger all the time. The Federal Aviation Agency predicts that in the next decade (when most of today's high school students will be entering the business and labor markets) general aviation will have almost doubled. Today, general aviation, which includes business flying, crop dusting, air taxi, etc. accounts for 97 per cent of all the airplanes registered in this country.

As aviation grows, so do the opportunities to build rewarding careers. Pilots are an important part of aviation, but they are only one part. Aviation also takes mechanics, radiomen, map makers, weathermen, teletypists, engineers, air traffic controllers, dispatchers, airport operators, instructors and many others to keep America's 141,000-plus registered civil aircraft in the air.

The purpose of the Aeronautics Program being offered by the Churchill County School District is to acquaint students with the general field of aviation and with the many aviation careers available.

New jobs are opening faster than they can be filled. Needed are pilots, airline stewardesses, scientists, engineers, technicians, tool and die makers, assemblers, inspectors, welders, mechanics and many more. Even those who do not join the aviation industry often find flying a part of their business. Many farmers, salesmen, geologists, business executives, government employees and clergymen have found becoming a pilot was the turning point in their careers because it enabled them to visit more places, more often.

There are two examinations given by Federal Aviation Agency Examiners which a person must pass in order to become a pilot. The first is a written examination that includes preflight action such as obtaining and analyzing all available weather information, inspection and servicing of the airplane, filing a flight plan, and knowing all Federal Aviation Regulations pertaining to the flight. Radio Communications and Navigation by pilotage, dead reckoning using the flight computer and plotter, and Navigation by use of radio navigation aids are also included. The exam, in addition, covers flight patterns and procedures and the aerodynamics of an aircraft.

The second exam is a flight test in which the student is given an oral quiz asking for much the same information as was covered in the written test. He is then asked to make a cross country flight with the inspector, after which he is required to show that he can properly take his airplane through various kinds of flight maneuvers.

The final examination for the students in the Aeronautics class is the written Federal Aviation Exam for the rating Private Pilot. The student wishing to go on to become a pilot will have completed the first half of the required training, and what he has learned will be of great help to him when he goes on to his flight training.

During the school year 1967-68, there were thirteen students enrolled in this class. All thirteen hope to get their private licenses.

7 hope for military flying careers
3 hope to go on to get Commercial licenses
1 hopes to be an air transport pilot
2 hope to be helicopter pilots

Licensed Practical Nursing

A program in Licensed Practical Nursing is conducted as a post-high school program in the Churchill County School District.

Approximately ten Licensed Practical Nurses graduate from this program each year. Enrollment is limited to the number of students that the local hospital can handle in the practical portion of instruction.

These Licensed Practical Nursing students are required to complete one full year of training. The program is conducted in conjunction with the local hospital, and students, when they complete the program, are graduated from the Lahontan School of Practical Nursing. After achieving certain scores on tests and being graded on other work, they may apply for and take a State Licensure Examination. If they pass this examination, they are then awarded a license to practice as a Practical Nurse in the State of Nevada.

Experience has been that any graduate of this program, who has passed the State Exam, has been able to obtain employment. The level of skill required here is that level necessary to practice as a Licensed Practical Nurse. In this respect, the goals are very clear-cut and precise in this program. The training goals are known and the sights are set on those goals. So far, in five separate programs, only two of forty-five graduates have failed to pass the State Examination.

Adult Education

The Adult Education Program, as conducted by the Churchill County School District, is divided into two basic categories. One encompasses a type of in-service training or upgrading of employees; the other category might be called a Hobby Training Program.

After Nevada Scheelite opened a new plant in Fallon, Adult Education conducted a class to train all of their new employees in the metric system. This has done much to foster a cooperative relationship with the company. Subsequently the department has conducted other classes for Nevada Scheelite and recently completed a series of classes in instruction of their first line supervisors.

Each semester adult classes are offered in typing, shorthand, and other short-term classes. One purpose of this kind of instruction is to speed up the work of the persons who take the class and have been away from their work for a period of time. These classes help to bring their skills back. Many who take these classes are women who have their children in school and now seek re-employment in the labor market. An average of 275 people throughout the year are enrolled in classes of this type.

Another area in which the district is active is that of Basic Adult Education. Twenty-three students are attending this program at the present time.

Adult Education does a sizable amount of business in Civil Defense by offering classes in "Personal and Family Survival of Shelter Management." These classes were offered almost every month during the 1966-67 school year.

The Director of Vocational and Adult Education also acts as in-service training coordinator for the Churchill County School District. His responsibilities in this respect include making schedules and arrangements for classes that are offered for teachers.

The Churchill County School District Adult Education program has approximately 250 adults taking different classes each school year. The most popular classes center around vocational, or "hobby" classes, with "Bishop Method Sewing" attracting the largest numbers. Secretarial training classes for either learning a skill or improving existing skills also are popular, as are classes in welding.

During the Fall semester, 1966, classes were offered in cake decorating, photography, driver training and accounting.

A tremendous need is seen for re-training of the school district personnel in such things as audio-visual techniques. When the district gets into Educational Television, there probably will be a large training program needed to implement this program.

Table 1 reports the financial reimbursement which the Churchill County School District has received for various vocational programs from 1960 to the present, while Table 2 presents a Tentative Reimbursement for Vocational Education for 1967-68.

Table 3 presents a summary chart of the programs described in Chapter I. This chart reports the Date of Initiation of Program, Program Objectives, Program Offerings, Number of Students Enrolled, and Where the Programs are Housed.

TABLE 1

FEDERAL AND STATE VOCATIONAL REIMBURSEMENT
CHURCHILL COUNTY SCHOOL DISTRICT, 1960 TO PRESENT

	REGULAR AND PRACTICAL NURSES	VEA OF 1963	MANPOWER TRAINING	WORK STUDY	BASIC ADULT ED.	CIVIL DEFENSE
1960-61	10,485.99					
1961-62	11,165.38					
1962-63	16,568.55					
1963-64	14,803.10					
1964-65	15,310.47	5,312.49	3,920.00 (Special-dairy technicians)			
1965-66	10,303.33	15,971.72	87.00	9,594.00	1,068.00	914.63
1966-67	3,674.89	32,110.81		4,161.25	1,639.80	570.00
1967-68	Total should exceed 43,000					

Figures taken from:
State of Nevada Interim Report of Selected Data by Superintendent of Public Instruction, 1966-67 Biennium

TABLE 2

ESTIMATED REIMBURSEMENT FOR VOCATIONAL EDUCATION
CHURCHILL COUNTY SCHOOL DISTRICT, 1967-68

PROJECT	PER CENT OF FULL TIME	TITLE	SALARIES	EQUIPMENT	SUPPLIES	TRAVEL	TOTAL
211	100	Vocational Agriculture	3000.00	154.70		402.50	3557.20
210	100	Vocational Agriculture	2612.50	618.40		22.50	3253.40
368	32	Aeronautics	925.00	242.00	650.00	65.00	1882.00
367	16	Photography & Reproduction	937.00	303.00		65.00	1305.00
366	100	Drafting & Design	3450.00	167.00	381.00	65.00	4063.00
271	67	Auto Mechanics	1909.25	871.00	886.00	54.35	3720.60
272	67	Carpentry	1503.00			54.35	1557.35
188	50	Distributive Education	1250.00		82.50	120.00	1452.50
59	100	Home Ec. (High School)	1646.00	425.00	151.50	64.85	2287.35
60	17	Home Ec. (Jr. High)	120.00			64.85	184.85
339	50	Vocational Counselor	2127.00				2127.00
340	100	Vocational Director	5250.00			64.85	5314.85
526	100	Practical Nursing	5990.00		204.00	64.00	6258.00
427	100	Office Practice	2250.00			54.35	2304.35
MISCELLANEOUS							
7, 362, 340, 580						393.40	393.40
					TOTAL		$39,660.85

TABLE 3

SUMMARY CHART OF VOCATIONAL PROGRAMS, CHURCHILL COUNTY SCHOOL DISTRICT, FALLON, NEVADA

PROGRAM	WHEN INITIATED	OBJECTIVES	OFFERINGS	NUMBER OF STUDENTS ENROLLED	WHERE HOUSED
Voc. Agriculture	1922	Train for Ag and Ag-Related Occupations	AG I - IV	65	Voc. Bldg. High School
Home Economics	1923	Train Homemakers for Gainful Employment in Food Service & Clothing Service Industries	H. E. I - IV	60	High School
Office Practice	Fall, 1965	Train for Office Occupations	Reg. & Advanced (Advanced 2 periods)	80	High School
Drafting & Design	Fall, 1965	Train for Mech. Drawing Skills and Design	I - III		High School
Auto Mechanics	Spring, 1966	Train for Automotive Trades	I - III (Jr. & Sr. 2 periods)	38	Dodge Shop
Photog. Reproduction	Spring, 1966	Train for Photography & Reproduction Work	2 levels, 2 classes	40	High School
Carpentry	Fall, 1966	Train Carpenters at Entry level	I - III (Jr. & Sr. 2 period classes)	20	Dodge Shop
Distributive Education	Fall, 1966	Train Sales people in Distribution Techniques	Senior (3 periods)	18	High School
Aeronautics	Fall, 1966	Introduce Students to the vocational possibilities in aeronautics & F.A.A. Ground School	Jr. & Sr.	15	High School
Licensed Practical Nursing	Fall, 1946	Train for occupation of Licensed Practical Nursing	Post High School	10	Oats Park School
Adult Education (See text of this report)					

CHAPTER II

THE ATTITUDES OF CHURCHILL COUNTY STUDENTS TOWARD VOCATIONAL-TECHNICAL EDUCATION

This chapter consists of four parts, each bearing on the problem of vocational-technical education in the Churchill County School District. First, the career interests of the students presently in school are reported. Next, the opinions expressed by former students who dropped out during the years 1961 through 1966 are reported. The third part reported the results of a questionnaire sent to dropouts and graduates of the years 1961 through 1966. The final part reported the results of the questionnaire sent to the parents of graduates of the years 1961 through 1966 and the parents of dropouts of the Churchill County Schools during the years 1961 through 1966.

Career Interests of Students Presently in School

During the months of October and November, 1967, the Churchill County Schools' Guidance Department, in cooperation with the Nevada Research Coordinating Unit, conducted a survey of the future vocational plans of students in grades 7 through 12. The instrument used was developed by R.C.U. researchers and used the Dictionary of Occupational Titles as its basic reference point. (See Appendix A, Student Career Interest Form).

A brief discussion precedes each of the following tables which report the findings of this survey. The total findings are summarized in Chapter IV, and some recommendations are made.

The Number of Responses to Student Career Interest Form, Grades 7 through 12, by Sex is reported in Table 4. The total number of students participating was 916. Responses totaling 83 were unacceptable, which the computer rejected. This report reflects responses from 169 male and 191 female junior high students and 250 male and 223 female high school students which represents the 833 acceptable responses. The figure of 833 responses out of 916 does equal (or exceed) the percentage of responses usually obtained from a questionnaire, and represents approximately 90 per cent of the enrollment of grades 7 through 12.

TABLE 4

NUMBER OF RESPONSES TO STUDENT CAREER INTEREST FORM, CHURCHILL COUNTY SCHOOLS, GRADES 7-12, BY SEX

GRADE	MALE	FEMALE	TOTAL
7	45	75	120
8	43	45	88
9	81	71	152
Total Junior High Students	169	191	360
10	92	84	176
11	62	74	136
12	96	65	161
Total High School Students	250	223	473
Total Students Grades 7-12	419	414	833
Unable to Process			83
Grand Total			916

Table 5 reports the grade, from 7 through 12, in which the student's career choice was made. These figures reflect a wide range of grades in which career choices were made. It is particularly important to note that the students reported the greatest number of choices being made in grades 7, 8, and 9. This should be the case since more students have been in attendance in these grades. For this reason additional emphasis on stressing occupational possibilities and career development at these grade levels should be considered.

TABLE 5

GRADE IN WHICH CAREER CHOICE WAS MADE, CHURCHILL COUNTY SCHOOLS, GRADES 7-12
(Reported in November of 1967)

	GRADE							
	6 or Below	7	8	9	10	11	12	Totals
Male	6	66	69	76	40	28	30	315
Female	10	114	66	57	36	22	16	321
No Sex Listed	6	33	14	9	0	1	1	64
TOTALS	22	213	149	142	76	51	47	700

In Part 9 of the Student Career Interest Form, the students reported who helped in their career choice. The results are presented in Table 6. Nearly half of the answers as to who was the most help in making a career choice reported that the parents were of most help. In addition, over one fourth reported that parents were of some help. Since the parents have an exceptionally strong influence on career choice, it would seem to be advantageous to attempt to provide them with information relating to vocational guidance and vocational choice.

Siblings were reported as being most helpful by less than ten per cent. The school, as represented by teachers, principals and counselors was credited with being most influential by just over thirteen per cent, while friends were reported as being most important by fourteen per cent.

TABLE 6

WHO HELPED IN MAKING CAREER CHOICE

PEOPLE	MOST	PERCENTAGE	SOME	PERCENTAGE	NONE	PERCENTAGE
Parents	328	48	291	29	82	18
Brother	31	4.5	85	8.5	160	35
Sister	28	4	76	7.6	97	21
Principal	3	.4	11	1.2	48	10.5
Counselor	27	4	144	14	19	4.1
Teacher	60	8.8	115	11.3	18	3.9
Friend	95	14	161	17	19	4.1
Literature	51	7.5	60	6	4	.8
Classes	60	8.8	55	5.4	12	2.6
TOTALS	683	100.0	998	100.0	459	100.0

It can be seen from Table 7 that there are some rather significant differences among the post-high school plans of students in Churchill County. At the junior high level most students see going to work (188) as their best possibility, followed by attending a four-year college (168) or a two-year college (73). Thirty-four students at this level reported that they expect to enter the Armed Forces.

At the high school level the largest number of students anticipated going to work (282), while 181 expected to attend a four-year college, 74 looked forward to on-the-job training, 72 said that they might join the Armed Forces, 61 anticipated enrolling in a trade school, and 65 were looking forward to a two-year college experience.

The total responses, 1347, was greater than the total number of students, 916, indicating that many students made multiple career choices. However, the number of students, 470, who anticipated immediate post-high school entry into the world of work is impressive. More impressive is the combined number of students, 487, who anticipate attendance at a two or four-year college.

TABLE 7

POST-HIGH SCHOOL PLANS OF CHURCHILL COUNTY STUDENTS, GRADES 7-12

POST-HIGH SCHOOL PLAN	SEVEN	EIGHT	NINE	TEN	ELEVEN	TWELVE	TOTAL GRADES 7-12
Go To Work	59	41	88	95	87	100	470
On The Job Training	14	9	26	19	19	36	123
Apprentice Training	3	1	4	12	5	4	29
Trade School	9	3	19	23	18	20	92
Technical School	10	3	11	4	6	6	40
Two-Year College	17	20	36	23	25	17	138
Four-Year College	54	44	70	69	51	61	349
Armed Forces	12	9	13	32	16	24	106
TOTALS	178	130	267	277	227	268	1347

The post-high school plans previously reported in Table 7 by grade level are reported by sex in Table 8. The male/female distribution is relatively normal as to division by sex in the number of tabulated responses. The females reported a greater expectation of immediately entering the world of work, while the males tended to report further education or training in the form of on-the-job training and two or four-year college.

This could indicate that females are less inclined to accept work as a career whereas the males recognized the need for further education and training to allow them to fulfill society's role expectations as the major wage earner.

TABLE 8

STUDENTS' POST-HIGH SCHOOL PLANS BY SEX

AFTER SCHOOL PLAN	MALE	FEMALE	TOTALS
Go To Work	191	279	470
On The Job Training	72	51	123
Apprentice Training	25	4	29
Trade School	39	53	92
Technical School	27	13	40
Two-Year College	53	85	138
Four-Year College	182	167	349
Armed Forces	93	13	106
TOTALS	682	665	1347

Considerable evidence exists that children relate strongly to the occupation of their father and/or mother. The students were asked to indicate the occupation of their parents, with occupational code numbers indicating various categories in the world of work. Appendix B presents the Occupational Categories from which the students reported their parents' present occupation. Appendix C presents the occupations of the fathers and mothers of the students in their entirety.

Table 9 presents the fifteen most often reported occupations of the fathers. These fifteen of the seventy-seven listed occupations account for nearly three-fourths of the reported jobs. This table also reports that a large share of the fathers of students in grades 7-12 are engaged in farming operations, while work at home, managers and officials, protective service occupations, electrical, mechanical, construction, excavating, motor freight, and educational categories provide large percentages of work in the Churchill County area.

TABLE 9

THE FIFTEEN MOST OFTEN REPORTED OCCUPATIONS OF FATHERS

CODE	OCCUPATION	NUMBER	PER CENT
41	Animal Farming Occupations	112	13
99	Work At Home	76	9
18	Managers & Officials	75	9
37	Protective Service Occupations (Firemen, policemen, etc.)	72	8
82	Electrical	42	5
62	Mechanical	39	4
86	Construction Occupations	39	4
40	Plant & Farming Occupations	38	4
85	Excavating, paving, etc.	36	4
90	Motor Freight Occupations	26	3
9	Education	24	3
1	Architecture and Engineering (Including technicians)	20	2
31	Food & Beverage Preparation and Service	20	2
84	Painting, Plastering and Related Occupations	17	2
25	Salesmen of Services	15	2
	TOTAL		74%

Table 10 reports the fifteen most often reported occupations of mothers of Churchill County students. This is, apparently, an accurate reflection (on the part of the students) as to mothers' occupations. Most of the mothers work at home as housewives (60 per cent), while smaller percentages work at stenography and typing, in food service occupations, in domestic service, medicine and health, education, and computing-accounting.

TABLE 10

THE FIFTEEN MOST OFTEN REPORTED OCCUPATIONS OF MOTHERS

CODE	OCCUPATIONS	NUMBER	PER CENT
99	Work At Home	499	60
20	Stenography, typing, etc.	62	7
31	Food & Service Occupations	50	6
30	Domestic Service	41	5
7	Occupations in Medicine & Health	29	3
9	Education	29	3
21	Computing & Accounting	26	3
18	Managers & Officials	10	1
23	Information & Message	8	1
25	Saleswomen & Services	8	1
27	Salespersons	8	1
32	Lodging Service Occupations	8	1
34	Amusement & Recreation	7	1
41	Animal Farming	6	1
19	Miscellaneous Professional, Technical and Managerial Occupations	6	1
	TOTAL		95%

Table 11 reports information concerning the possibility of students attending a local or regional vocational-technical school. Two hundred fifty-six students of the 702 students reported they would attend a local or regional vocational-technical school. The fact that one of every three students reported consideration of local or regional vocational-technical school when none exists at the present indicates the desire and interest of the students to develop their potentials for growth.

TABLE 11

HOW MANY STUDENTS
WOULD ATTEND A VOCATIONAL-TECHNICAL SCHOOL?

Number of Negative Responses to Question 11:	446
Number of Affirmative Responses to Question 11:	256
Total Responses:	702

Opinions Expressed by Dropouts

This portion of the report contains several sub-sections, each with different types of information. It includes an analysis of the students who have withdrawn from Churchill County Schools during the period 1961 through 1966. It also reports the results of a questionnaire which was mailed to all such dropouts and, as a companion set of data, a selected group of high school graduates of the Churchill County schools who responded to a similar questionnaire. Finally, it includes reports from a questionnaire which was sent to the parents of both dropouts and graduating students as a means of gaining the sentiments and attitudes of school patrons as they touch on the general problem of school effectiveness and vocational-technical education.

Definition of a Dropout

For purposes of this study, a dropout was a student who formally withdrew from attendance in one of the Churchill County District junior high or senior high schools without immediately re-enrolling in another such school. The school district uses a student withdrawal form which is completed on the occasion of each student's request to leave school. Data from these forms were analyzed for the years 1961 through 1966.

This procedure embodied a number of shortcomings which should be recognized at the outset. First, the definition of a dropout as offered above does not agree with the definition for dropouts that is given elsewhere. For some educational research agencies there would be included in the group of dropouts those students who were in attendance at junior or senior high school at the close of an academic year, who had not completed graduation requirements, and who at the start of the following academic year failed both to return to school or to request that a transcript of their work be sent to some other school. Since it is very likely that the decision to withdraw from school is often predicated upon a companion decision to wait for the end of the current year, many of the students who failed to return would actually be dropouts. None of these students, however, were included in this survey. This would have the net effect of spuriously reducing the apparent number and proportion of school dropouts.

Table 12 shows dropouts by age of students. The ages 16 through 18 are the years during which withdrawal most frequently occurs. The single age showing both the largest number and the largest proportion of dropouts is 16 years. This, of course, is the age at which students have completed the minimum school attendance required by law.

TABLE 12

DROPOUTS BY AGE, JUNIOR AND SENIOR HIGH SCHOOLS 1961-1966

AGE	DROPOUTS	PER CENT OF DROPOUTS
14	2	2
15	7	7
16	30	32
17	27	28
18	20	21
19	5	5
20	1	1
21	0	0
22	1	1
23	1	1
24	0	0
25	0	0
26	1	1
TOTALS	95	99

2

Table 13 reflects the number and per cent of dropouts by grade level. It can be seen here that the academic level during which students most frequently withdraw from school is the 12th grade. Fewer students drop out during the 11th grade and fewer still during their sophomore year. Table 13 also shows that a very small proportion of 9th grade students withdraw and, while not shown in this table, there are records of students dropping out while in the 8th and 7th grades as well. However, these are so infrequent as really not to warrant recording in this study.

TABLE 13

TOTAL DROPOUTS BY GRADE,
JUNIOR AND SENIOR HIGH SCHOOLS 1961-1966

GRADE	COMBINED ENROLLMENT*	DROPOUTS	PER CENT OF ENROLLMENT
12th	763	47	6.2
11th	851	24	2.8
10th	947	19	2.0
9th	980	5	.5
Totals	3,541	95	2.7

* Enrollment figures were obtained from State Department of Public Instruction, Carson City, Nevada

Table 14 shows the distribution of dropouts by sex. From this table one can see that more girls than boys withdraw from school. It could be argued that society is better served by this situation: Men have a greater occupational need for education than do women because the requirements of work more often fall upon the male than the female in our culture, and because the labor market is growing more and more insistent upon higher levels of education for its workers. Both sexes could, of course, profit from more education. This table also expresses the distribution of dropouts between the two sexes.

TABLE 14

DROPOUTS BY SEX
CHURCHILL COUNTY SCHOOL DISTRICT 1961-1966

SEX	ENROLLMENT	DROPOUTS	DROPOUTS AS PER CENT OF ENROLLMENT
Male	1,838	39	2.1
Female	1,703	56	3.3
TOTALS	3,541	95	2.7

Table 15 details the 1961 through 1966 dropouts recorded for the Churchill County schools by year. A small increase may be observed in the years 1965 and 1966.

TABLE 15

ANNUAL DROPOUTS
CHURCHILL COUNTY SCHOOLS 1961-1966

YEAR	TOTAL ENROLLMENT	DROPOUTS	PER CENT
1961	510	13	2.5
1962	550	13	2.3
1963	573	12	2.0
1964	618	11	1.7
1965	649	24	3.7
1966	641	22	3.4
TOTALS	3,541	95	2.7

The next two tables, 16 and 17, reflect a summary of information taken from the official dropout report. Table 16 records the number of dropouts who gave a reason provided on the withdrawal form for leaving school. In assessing these data it should first be noted that 39 per cent of the dropouts chose not to give any reason whatever. The validity of the balance of this information is, of course, highly questionable. A student may withdraw from school for a reason entirely different from that which he checks on a form provided him by school officials. For example, Table 16 indicates that eight per cent of the persons withdrawing from school did so because of an unmarried pregnancy. The total number in this category, in fact, for the entire six years is listed as only seven. This, of course, is known to be grossly inaccurate, yet the young women who have withdrawn for this reason have elected either to give no reason at all or have offered some other explanation for quitting school. It is clear, also, that a sizable proportion of the dropouts leave school and go directly into military service, and this figure, from the records, turns out to be a scant one per cent. They frankly report a still larger proportion of students suspended from school because of non-attendance or because they had lost interest.

TABLE 16

REASON STATED FOR DROPPING OUT, JUNIOR AND SENIOR HIGH SCHOOLS 1961-1966

REASON	NUMBER	PER CENT
Physical or Mental Disability	1	1
Work to Assist Family	5	5
Military Service	1	1
Expulsion	1	1
Suspension, including for non-attendance	17	18
Marriage and/or Pregnancy	18	19
Unmarried Pregnancy	7	8
General Disinterest	6	6
Consistent Failure to Achieve	1	1
Transportation Problem	1	1
No Information*	37	39
TOTALS	95	100

* Age limit included in "no information."
No reasons were given on withdrawal forms for 1961-1962.

Table 17 includes the final information drawn from the Churchill County dropout forms. This table seeks to gain some estimate of the academic achievement that dropouts had recorded while enrolled in school. Two such categories were used for recording information: (1) general achievement and (2) Intelligence Test Scores. It should be noted that information is not fully available in each of these categories for all of the dropouts, and for this reason, the several totals do not equal the number of dropouts on which this study is based. As might be expected, however, in both of the measurement categories for which records could be found, the majority of the students performed below average. Nevertheless it is interesting to note that some 30 per cent of the dropouts show average or above-average general academic achievement and that 30 per cent of them achieved an average or above average score on intelligence tests. This indicates rather clearly that dropouts are by no means drawn exclusively from the academically deficient segment of the student population.

TABLE 17

ACHIEVEMENT AND INTELLIGENCE TEST SCORES OF JUNIOR AND SENIOR HIGH SCHOOL DROPOUTS 1961-1966

ACADEMIC ACHIEVEMENT	NUMBER	PER CENT
Above Average	7	16
Average	6	14
Below Average	31	70
Totals	44	100
INTELLIGENCE	**NUMBER**	**PER CENT**
Above Average	5	15
Average	5	15
Below Average	25	70
Totals	35	100

Questionnaire to Dropouts and Graduates

Table 18 presents a summary of the mailed questionnaire which was distributed to dropouts*. Ninety-five students officially withdrew from Churchill County schools during the years 1961-66, and a questionnaire was mailed to each of them. As might be expected, in the mailing of instruments such as this to individuals for whom recent addresses are not available, many of the questionnaires were not deliverable. It will be seen that of the 95 questionnaires mailed, 32 were not deliverable, that is, they were returned after all efforts to forward them had failed. This group represents in excess of 33 per cent of all questionnaires sent to dropouts.

Of the questionnaires that were delivered, 53, or in excess of 55 per cent of the total, were not returned. Only 10 of the questionnaires mailed to dropouts were completed and returned, a figure which represents only 16 per cent of the delivered questionnaires and 10.5 per cent of the original 95 that were sent. A comment regarding this very small proportion of returned questionnaires seems to be in order. The investigators, of course, make no claim that the numbers returned were representative of the whole population. They were, quite naturally, disappointed in the small number of forms that were completed and sent back; however, because such a great amount of effort was involved in this undertaking, it seemed imperative that a complete analysis of these returned forms be made. This was done, even though the data emerging from their analysis could properly be subject to the criticism that an inadequate sample had been drawn.

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*See Appendices D and E for copies of questionnaires mailed to students and parents.

TABLE 18

MAIL SUMMARY OF
QUESTIONNAIRES TO DROPOUTS 1961-66

CATEGORY	NUMBER	PER CENT OF TOTAL
Questionnaires Mailed	95	100.0
Males	39	41.1
Females	56	58.9
Questionnaires Not Deliverable	32	33.7
Questionnaires Delivered	63	66.3
Questionnaires Delivered and Not Returned	53	55.8
Questionnaires Completed and Returned	10*	10.5
Males	4	
Females	6	

*Represents 16% of delivered questionnaires

Table 19 shows that of the 690 questionnaires mailed to graduates, some 191 were returned, representing 36.7 per cent of the delivered questionnaires and 27.7 per cent of the number mailed.

TABLE 19

MAIL SUMMARY OF
QUESTIONNAIRES TO GRADUATES 1961-1966

CATEGORY	NUMBER	PER CENT OF TOTAL
Questionnaires Mailed	690	100.0
Males	363	52.6
Females	327	47.4
Questionnaires Not Deliverable	169	24.5
Questionnaires Delivered	521	75.5
Questionnaires Delivered and Not Returned	330	47.8
Questionnaires Completed and Returned	191*	27.7
Males	91	
Females	100	

*Represents 36.7% of delivered questionnaires

Both the dropout students and those who graduated from high school were asked to indicate their present employment, and their responses to this question are contained in Table 20. Of the students who graduated, just over 35 per cent indicated that they were working full-time. However, 29 per cent of the remaining students are presently engaged in some type of school or educational program as shown by categories 5, 6 and 7 in Table 20. Those working full time among the dropout population reporting made up 50 per cent of that group. As might be expected, far fewer of these people are presently engaged in an educational or school program than is true of graduates, with none of them reporting that they were so involved.

One might have expected that a greater proportion of the dropouts are in military service than is true of those who remained in high school and graduated. These percentages, however, were found to be close to ten per cent for each group. One would also predict that a larger proportion of the dropout population would be found in the unemployed categories than would be the case for the graduate group and inspection of Table 20 reveals this, indeed, to be so.

TABLE 20

QUESTIONNAIRE RESPONSES: ITEM 5, PRESENT OCCUPATION

CATEGORY	GRADUATE MALES	GRADUATE FEMALES	COMBINED PERCENTAGE
1. Work Full-Time	34	33	35
2. Work Part-Time	7	3	5
3. Unempl. & Looking	6	3	5
4. Unempl., Not Looking	0	16	8
5. School, Full-Time	16	22	20
6. School, Part-Time	0	2	1
7. School, Work Part-Time	9	6	8
8. In Service	16	0	8
9. Other	3	15	10
Totals	91	100	100

CATEGORY	DROPOUT MALES	DROPOUT FEMALES	COMBINED PERCENTAGE
1. Work Full-Time	3	2	50
2. Work Part-Time	0	0	0
3. Unempl. & Looking	0	1	10
4. Unempl., Not Looking	0	1	10
5. School, Full-Time	0	0	0
6. School, Part-Time	0	0	0
7. School, Work Part-Time	0	0	0
8. In Service	1	0	10
9. Other	0	2	20
Totals	4	6	100

Table 21 sought to shed light on the frequency with which the two groups of students changed their employment. It can be seen that slightly over 50 per cent of the graduate population has held either one or two full-time jobs since leaving school, as compared with 60 per cent of the dropouts. More than twice the percentage of dropout students, however, have held four or more jobs since leaving school than is true of graduate students. This latter observation suggests that the dropout may be a measurably less stable employee than the student who has completed his high school education. However, data in Table 21 are necessarily confounded by the fact that a large proportion of those people who graduated from high school have been mainly engaged during the interim with further educational undertakings. This last may account for such a large proportion failing to answer this item on the questionnaire.

TABLE 21

QUESTIONNAIRE RESPONSES: ITEM 10, FULL-TIME JOBS HELD SINCE LEAVING HIGH SCHOOL

NO. OF FULL-TIME JOBS	GRADUATE MALES	GRADUATE FEMALES	COMBINED PERCENTAGE
1	27	27	28
2	19	30	26
3	13	9	11
4 or More	12	3	8
No Answer	20	31	27
Totals	91	100	100

Total Graduates: 191

NO. OF FULL-TIME JOBS	DROPOUT MALES	DROPOUT FEMALES	COMBINED PERCENTAGE
1	2	3	50
2	0	1	10
3	0	0	0
4 or More	2	0	20
No Answer	0	2	20
Totals	4	6	100

Total Dropouts: 10

Tables 22 and 23 seek to gain a picture of the weekly earnings of dropouts and graduates. A questionnaire which bears on this type of information is, at best, of doubtful value because there is no good way of verifying the reports that respondents make. However, some differences between the two groups seem apparent. Among the dropouts, for example, there was a larger proportion earning salaries so small as \$26 to \$35, \$36 to \$45 and \$46 to \$55 per week. The modal salaries, by comparison, of those graduates who reported, fell in the \$66 to \$80 and \$81 to \$100 categories. It is, of course, true that studies of income between groups of workers who differ in their respective amounts of education become more significant a substantial period of time after the more educated group has completed their period of training. Salary reports by graduate students at this time necessarily include sums they are earning while attending school and these jobs typically carry a smaller rate of pay than is true of a regular full-time position. Even so, there are some notable differences between the two groups--dropouts and graduates.

TABLE 22

QUESTIONNAIRE RESPONSES: ITEM 12 AVERAGE WEEKLY SALARY OF DROPOUTS

CATEGORY	DROPOUT MALES	DROPOUT FEMALES	COMBINED PERCENTAGE
$ 15 - 25	0	0	0
26 - 35	0	1	10
36 - 45	1	0	10
46 - 55	1	0	10
56 - 65	1	1	20
66 - 80	0	0	0
81 - 100	0	0	0
101 - 120	0	0	0
121 - 140	0	0	0
141 - 160	0	0	0
161 - 180	0	0	0
181 - 200	1	0	10
201 - 220	0	0	0
221 - 240	0	0	0
241 - Or More	0	0	0
No Answer	0	4	40
Totals:	4	6	100

Total Dropouts: 10

TABLE 23

QUESTIONNAIRE RESPONSES: ITEM 12, AVERAGE WEEKLY SALARY OF GRADUATES

CATEGORY	GRADUATE MALES	GRADUATE FEMALES	COMBINED PERCENTAGE
$ 15 - 25	2	5	4
26 - 35	7	1	4
36 - 45	5	1	3
46 - 55	2	1	1
56 - 65	0	2	1
66 - 80	0	11	6
81 - 100	7	11	10
101 - 120	17	4	11
121 - 140	9	4	7
141 - 160	8	0	4
161 - 180	2	2	2
181 - 200	4	0	2
201 - 220	2	0	1
221 - 240	1	0	.5
241 - Or More	1	0	.5
No Answer	24	58	43
Totals:	91	100	100

Total Graduates: 191

Table 24 reflects the estimates of both graduate and dropout students regarding whether their present work is like what they thought they would be doing while in high school. Examination of this table shows the formulation of a clear work image by dropouts and students who completed high school. The percentage of dropouts who reported that there work is "not anything like what they thought they would be doing while in high school" is double the percentage reported by students who graduated.

TABLE 24

QUESTIONNAIRE RESPONSES: ITEM 13, IS YOUR PRESENT WORK WHAT YOU THOUGHT YOU WOULD DO WHILE IN HIGH SCHOOL?

CATEGORY	GRADUATE MALES	GRADUATE FEMALES	PERCENTAGE
Nothing Definite in H.S.	28	12	21
Not Anything Like in H.S.	25	14	20
Somewhat Like in H.S.	15	16	11
Exactly or Almost Like in H.S.	8	20	15
No Answer	24	38	33
Totals	91	100	100

Total Graduates: 191

CATEGORY	DROPOUT MALES	DROPOUT FEMALES	COMBINED PERCENTAGE
Nothing Definite in H.S.	0	1	10
Not Anything Like in H.S.	2	2	40
Somewhat Like in H.S.	1	0	10
Exactly or Almost Like in H.S.	1	1	20
No Answer	0	2	20
Totals	4	6	100

Total Dropouts: 10

Table 25 shows a tabulation of answers by dropouts to the question regarding whether or not they now feel their decision to leave school was a good one. While 50 per cent still feel that their decision to withdraw from school was justified, still the other half of those who answered now evidently have had second thoughts and see their decision to drop out of school as a poor one.

TABLE 25

QUESTIONNAIRE RESPONSES: ITEM 8
WAS THE DECISION TO DROP OUT A GOOD ONE?

OPINION	MALES	OPINION	FEMALES
Yes	3	Yes	2
No	1	No	4
No Answer	0	No Answer	0
Totals	4		6
		TOTAL DROPOUTS: 10	

Shown in Table 26 are the responses of dropout students to a query slightly different than that asked and reported in Table 25. In this case, dropouts were asked whether they would advise someone today to drop out of school, if that person were like they were when they themselves made that same decision. Here the data are even more emphatic than that presented in Table 25. Only 30 per cent of the dropouts suggest that someone like themselves should withdraw from school, while 70 per cent would urge such youngsters not to leave school. Again, it seems clear that the overwhelming majority of dropouts have had second thoughts and now feel that remaining in school would have been the wisest course for them to follow.

TABLE 26

QUESTIONNAIRE RESPONSES: ITEM 9
WOULD YOU (DROPOUTS) ADVISE SOMEONE TODAY TO DROP OUT?

OPINION	MALES	OPINION	FEMALES
Yes	1	Yes	2
No	3	No	4
No Answer	0	No Answer	0
Totals	4		6

Total Dropouts: 10

A common item on the questionnaires sent to both graduates and dropout students asked who among school acquaintances had helped most in choosing a life plan. These responses, summarized in Table 27, point out some interesting differences between the two student groups. Evidently friends and peers gave suggestions influencing dropout students' life plans and work. Teachers were reported to be far more helpful in this regard to students who remained in school and graduated than they were to the dropouts (23% of the graduates reported teacher help). Again, one might expect the student who is oriented toward completing school to be more frequently identified with the faculty than would be those students who are preparing to abandon their formal education. In this connection it is interesting to note that counselors, who traditionally have the role of guiding students into a suitable life plan, effectively, touched only eight per cent of the students who graduated and none of those students who did not graduate. Moreover, it seems that for a large proportion of both groups of students, but particularly for those who withdrew, their recollection is that no one gave them any assistance in selecting a suitable life plan (50% of dropouts and 20% of graduates).

TABLE 27

QUESTIONNAIRE RESPONSES: ITEM 6
WHO HELPED MOST IN CHOOSING A LIFE PLAN

CATEGORY	GRADUATE MALES	GRADUATE FEMALES	COMBINED PERCENTAGE
Friends, Peers	18	15	17
Teachers	21	22	23
Counselors	10	6	8
No One	20	18	20
Other	22	35	30
Not Reporting	0	4	2
Totals	91	100	100

Total Graduates: 191

CATEGORY	DROPOUT MALES	DROPOUT FEMALES	COMBINED PERCENTAGE
Friends, Peers	1	3	40
Teachers	0	0	0
Counselors	0	0	0
No One	2	3	50
Other	0	0	0
Not Reporting	1	0	10
Totals	4	6	100

Total Dropouts: 10

Both groups of students were asked to indicate whether or not they felt that the school could have helped them develop a skill -- that is another skill -- which they could use now.

Table 28 presents information concerning this problem. Both groups of students evidently feel that the school could have been more helpful in this regard. Some 40 per cent of the graduate students reported that they felt the school could have aided them in developing an additional useful skill. The dropout population was even more emphatic in this declaration, with 50 per cent indicating that the school could have rendered them more assistance.

TABLE 28

QUESTIONNAIRE RESPONSES: ITEM 19
COULD THE HIGH SCHOOL HAVE HELPED DEVELOP ANOTHER SKILL THAT YOU COULD USE NOW?

OPINION	GRADUATE MALES	GRADUATE FEMALES	COMBINED PERCENTAGE
1. Yes	36	40	40
2. No	49	48	51
3. Did Not Answer	6	12	9
Totals	91	100	100

Total Graduates: 191

OPINION	DROPOUT MALES	DROPOUT FEMALES	COMBINED PERCENTAGE
1. Yes	3	2	50
2. No	1	3	40
3. Did Not Answer	0	1	10
Totals	4	6	100

Total Dropouts: 10

Table 29 shows data similar to that contained in Table 28. The former summarizes responses made to the question of whether the school could have offered an additional course to students which would now be helpful to them. Forty-six per cent of the graduates and 30 per cent of the dropouts indicated that the schools could have included a curricular offering which then was not available and which now would be of value. Approximately the same proportion of graduates _did_ _not_ feel that the addition of some other course would materially affect their situation at the present time, while 60 per cent of the dropouts felt that another course need not have been provided.

TABLE 29

QUESTIONNAIRE RESPONSES: ITEM 20
COULD THE HIGH SCHOOL HAVE OFFERED ANOTHER COURSE THAT WOULD HELP NOW?

OPINION	GRADUATE MALES	GRADUATE FEMALES	COMBINED PERCENTAGE
1. Yes	46	41	46
2. No	42	44	45
3. Did Not Answer	3	15	9
Totals	91	100	100
	Total Graduates: 191		

OPINION	DROPOUT MALES	DROPOUT FEMALES	COMBINED PERCENTAGE
1. Yes	1	2	30
2. No	3	3	60
3. Did Not Answer	0	1	10
Totals	4	6	100
	Total Dropouts: 10		

Dropouts were asked directly whether or not they would have transferred to a vocational-technical school had one been available at the time that they withdrew from school. Table 30 presents the responses to this question. Forty per cent indicated in the affirmative, while 60 per cent said they would not have made such a transfer. If, indeed, the report of the dropouts reflects the sentiments of the dropout population as a whole, then some 40 per cent of the approximate 100 dropouts surveyed could have been expected to enter a vocational-technical school. This would amount to some 40 students, which would make a very sizable beginning for a vocational school population. It is recognized, of course, that responses individuals enter on a questionnaire may not accurately reflect the behavior they would have shown in a real-life decision (rather than a paper and pencil decision made in a moment's time). Nevertheless, this represents a rather sizeable vote for vocational-technical education by the very people who would be most affected.

TABLE 30

QUESTIONNAIRE RESPONSES: ITEM 21
WOULD YOU (DROPOUTS) HAVE TRANSFERRED
TO A VOCATIONAL-TECHNICAL SCHOOL?

OPINION	MALES	OPINION	FEMALES
Yes	1	Yes	3
No	3	No	3
No Answer	0	No Answer	0
Totals	4		6

Total Dropouts: 10

Both the graduates and dropout students were asked whether or not they would enroll at the present time in a vocational-technical school. Predictably, as can be seen from Table 31, a larger proportion of the dropout than graduate students indicated that, even, now, they would be willing to start a vocational-technical training program. Fifty per cent of them answered this question in the affirmative. What is perhaps more interesting than the latter observation is the one which indicates that in excess of 23 per cent of the graduates indicated that if a vocational-technical school were available, they would enroll now for some type of training. This emphasizes again that a vocational-technical school would not draw its students exclusively from the ranks of dropouts.

TABLE 31

QUESTIONNAIRE RESPONSES: ITEM 22
WOULD YOU NOW ENROLL IN A VOCATIONAL-TECHNICAL SCHOOL?

OPINION	GRADUATE MALES	GRADUATE FEMALES	COMBINED PERCENTAGE
1. Yes	19	24	23
2. No	61	63	65
3. Did Not Answer	11	13	12
Totals	91	100	100

Total Graduates: 191

OPINION	DROPOUT MALES	DROPOUT FEMALES	COMBINED PERCENTAGE
1. Yes	2	3	50
2. No	2	3	50
3. Did Not Answer	0	0	0
Totals	4	6	100

Total Dropouts: 10

Table 32 concerns itself with a special group of students, made up of those graduates and dropouts who indicated that they would not enroll in a vocational-technical school now. These people were asked their reasons for that judgment. Some 13 per cent of the graduates said that attendance at a vocational-technical school would not improve their work status, while 20 per cent of the dropout students thought such attendance would fail to improve their status. More than 20 per cent of the dropouts said that they would be unable to attend a vocational-technical school for reasons of cost.

TABLE 32

QUESTIONNAIRE RESPONSES: ITEM 22
REASONS WHY GRADUATES AND DROPOUTS WOULD NOT ENROLL IN VOCATIONAL-TECHNICAL SCHOOL NOW

CATEGORY	GRADUATE MALES	GRADUATE FEMALES	COMBINED PERCENTAGE
Would Not Improve	13	12	13
Could Not Attend	11	11	11
Could Not Afford	5	8	7
Feel Too Old	1	0	1
Other Reasons	25	30	29
No Report	36	39	39
Totals	91	100	100

Total Graduates: 191

CATEGORY	DROPOUT MALES	DROPOUT FEMALES	COMBINED PERCENTAGE
Would Not Improve	2	0	20
Could Not Attend	1	0	10
Could Not Afford	0	2	20
Feel Too Old	0	0	0
Other Reasons	0	1	10
No Report	1	3	40
Totals	4	6	100

Total Dropouts: 10

Questionnaires to Parents of Graduates and Dropouts

This part of the study summarizes the information which was gained by sending questionnaires to the parents of dropouts and graduates. Each parent group was sent the same questionnaire. Responses varied only in that the one group of students did complete high school and one did not.

Table 33 summarizes the general success which the investigators met when distributing questionnaires to the parents of dropouts. It will be seen that there is a surprising similarity between the two groups. Even fewer of the dropouts parents responded with completed forms than did their children, with only eight being returned, representing about 12 per cent of the delivered questionnaires and 7.8 per cent of the total number sent.

TABLE 33

SUMMARY OF QUESTIONNAIRES
MAILED TO PARENTS OF DROPOUTS 1961-66

CATEGORY	NUMBER	PER CENT OF TOTAL
Questionnaires Mailed	102	100
To Parents of Males	44	43.1
To Parents of Females	58	56.9
Questionnaires Not Deliverable	35	34.3
Questionnaires Delivered	67	65.7
Questionnaires Delivered and Not Returned	59	57.8
Questionnaires Completed and Returned	8*	7.8
By Parents of Males	2	
By Parents of Females	6	

*Represents 12% of delivered questionnaires

The parents of graduates who were contacted returned 23.5 per cent of the questionnaires, as reported in Table 34. This gross disparity in the interest shown between the students and parents of dropouts and the students and parents of graduates is not without its own significance. It would seem, at the very least, that the extent to which students show either interest or apathy toward school is matched by their parents, or conversely, that perhaps the interest or apathy of parents is reflected in the attitudes of their children.

TABLE 34

MAIL SUMMARY OF
QUESTIONNAIRES TO PARENTS OF GRADUATES 1961-1966

CATEGORY	NUMBER	PER CENT OF TOTAL
Questionnaires Mailed	690	100
To Parents of Males	363	52.6
To Parents of Females	327	47.4
Questionnaires Not Deliverable	139	20.2
Questionnaires Delivered	551	79.9
Questionnaires Delivered and Not Returned	388	56.2
Questionnaires Completed and Returned	163*	23.5
By Parents of Males	82	
By Parents of Females	81	

*Represents 29.6% of delivered questionnaires

Of considerable relevance to a study of students who withdraw are answers to questions which bear upon whether the parent felt that the decision of his child to withdraw from school was appropriate at the time that it was made. It can be seen from Table 35 that some 75 per cent of the parents felt the decision was a poor one. However, one must conclude that their feelings were not sufficiently strong to cause them to dissuade their children from that course of action.

TABLE 35

QUESTIONNAIRE RESPONSES, PARENTS OF DROPOUTS: ITEM 5
AT THE TIME YOUR CHILD QUIT SCHOOL,
DID YOU THINK IT WAS A GOOD DECISION?

OPINION	PARENTS OF DROPOUT MALES	PARENTS OF DROPOUT FEMALES
Yes	1	1
No	1	5
No Answer	0	0
Totals	2	6

Total Parents of Dropouts: 8

Table 36 asks for the same judgment of the parent but at the present time, and the results prove to be rather similar (37 per cent yes, 63 per cent no). There has, then, been relatively little shift in the attitude of dropout parents. By and large, the overwhelming majority of them felt that choosing the alternative of quitting school was a mistake and they continue to feel the same, but a bit stronger about it.

TABLE 36

QUESTIONNAIRE RESPONSES, PARENTS OF DROPOUTS: ITEM 6
NOW DO YOU THINK YOUR CHILD'S QUITTING
SCHOOL WAS A GOOD DECISION?

	PARENTS OF DROPOUT	
OPINION	MALES	FEMALES
Yes	1	2
No	1	4
No Answer	0	0
Totals	2	6

Total Parents of Dropouts: 8

One item on each of the questionnaires sent the parents asked them to attempt to recall whether or not they felt the emphasis of college preparation was appropriate during their youngsters' period of high school education. Table 37 presents a summary of the answers received from the parents of students who withdrew. Of those who answered, approximately 12 per cent felt the emphasis on college was not enough, while nearly the same proportion of people felt it was too much. A large proportion of the dropout parents did, however, elect not to answer this question at all.

TABLE 37

QUESTIONNAIRE RESPONSES, PARENTS OF DROPOUTS: ITEM 8
WAS THE EMPHASIS ON COLLEGE ABOUT RIGHT
WHEN YOUR CHILD WAS IN HIGH SCHOOL?

OPINION	PARENTS OF DROPOUT MALES	PARENTS OF DROPOUT FEMALES
Was Not Enough	0	1
Was About Right	2	2
Was Too Much	0	1
No Answer	0	2
Totals	2	6
Total Parents of Dropouts: 8		

Table 38 should be read in contrast with Table 37. Over half of the graduate parents felt that the emphasis on college was about right, while more than 30 per cent did not feel that the emphasis was great enough. These two reactions, however, would be expected, since these are the parents of the students who not only completed high school, but, in large proportions, went on to attend college.

TABLE 38

QUESTIONNAIRE RESPONSES, PARENTS OF GRADUATES: ITEM 8
WAS THE EMPHASIS ON COLLEGE ABOUT RIGHT
WHEN YOUR CHILD WAS IN HIGH SCHOOL?

OPINION	PARENTS OF GRADUATE MALES	FEMALES	COMBINED PERCENTAGE
Was Not Enough	27	23	31
Was About Right	45	50	58
Was Too Much	4	4	5
No Answer	6	4	6
Totals	82	81	100

Total Parents of Graduates: 163

Table 39 presents answers to the question of whether the dropout parent felt that there was a sufficient amount of vocational-technical training in the high school that his youngster attended. Thirty-seven per cent of these parents felt that there was not a sufficient quantity of this type of training. None, it is interesting to note, felt that there was too much vocational-technical training, and again 37 per cent felt the quantity was about right.

The parents of graduated students bring an interesting set of responses to this same question. Over 40 per cent indicated that the high school had not provided a sufficient quantity of vocational-technical training. A similar number (43 per cent) felt that the vocational training was about right. Examination of Table 39 shows that out of all of the parents in both groups who responded, not one parent felt that the emphasis on vocational-technical training was too great. This table would seem to give an endorsement from a wide cross-section of parents for greater amounts of vocational-technical training than heretofore have been offered in the county schools.

TABLE 39

QUESTIONNAIRE RESPONSES, PARENTS OF DROPOUTS AND GRADUATES: ITEM 9
DID YOU FEEL ATTENTION TO VOCATIONAL-TECHNICAL TRAINING WAS ABOUT RIGHT WHEN YOUR CHILD WAS IN HIGH SCHOOL?

OPINION	PARENTS OF DROPOUT		COMBINED PERCENTAGE OF DROPOUTS	PARENTS OF GRADUATE		COMBINED PERCENTAGE OF GRADUATES
	MALES	FEMALES		MALES	FEMALES	
Was Not Enough	0	3	37	31	36	41
Was About Right	2	1	37	38	33	43
Was Too Much	0	0	0	0	0	0
No Answer	0	2	26	13	13	16
Totals	2	6	100	82	81	100

Total Parents of Dropouts: 8
Total Parents of Graduates: 163

In Table 40 the question is asked whether or not the parent felt that his child would have gained more if he had attended a vocational-technical high school. Nearly two-thirds of the dropout parents answered this question in the affirmative. What is surprising to note here is that fully 35 per cent of the parents whose children successfully completed high school indicated that they believe their child would have gained more if he had attended a vocational-technical high school instead of the one that he did attend. Here again, as in previous data presented, there is evidence that the students who successfully complete the curriculum of a comprehensive high school, as well as their parents, are not necessarily convinced that such a high school was the best possible training institution

TABLE 40

QUESTIONNAIRE RESPONSES, PARENTS OF DROPOUTS AND GRADUATES: ITEM 10
WOULD YOUR CHILD HAVE GAINED MORE IF HE
HAD ATTENDED A VOCATIONAL-TECHNICAL HIGH SCHOOL?

OPINION	PARENTS OF DROPOUT MALES	PARENTS OF DROPOUT FEMALES	COMBINED PERCENTAGE OF DROPOUTS	PARENTS OF GRADUATE MALES	PARENTS OF GRADUATE FEMALES	COMBINED PERCENTAGE OF GRADUATES
Yes	2	3	63	29	29	35
No	0	2	25	46	45	56
No Answer	0	1	12	7	7	9
Totals	2	6	100	82	81	100

Total Parents of Dropouts: 8
Total Parents of Graduates: 163

Because it is one thing for a parent to say that a child would have gained more if he had gone to a vocational-technical school and quite another thing to say that he would send his child to such a school, there was presented in each questionnaire an item dealing with whether or not the responding parent would have sent his child to a vocational-technical school had one been available. Table 41 presents the responses from the parents. The results here are similar to the responses presented in Table 40. Over 60 per cent indicated that they would have sent their child to a vocational-technical school. A similar proportion of parents of dropouts indicated that they would have sent their child to a vocational-technical school as indicated that they felt their child would have gained more in such a school (Table 40). Also, 30 per cent of the parents of students who actually graduated from regular high school now report that, had the option been available to them, they would have sent their child to a vocational-technical training institute (Table 41).

TABLE 41

QUESTIONNAIRE RESPONSES, PARENTS OF DROPOUTS AND GRADUATES: ITEM 11 IF YOU COULD HAVE AT THE TIME, WOULD YOU HAVE SENT YOUR CHILD TO A TECHNICAL TRAINING SCHOOL?

OPINION	PARENTS OF DROPOUT MALES	PARENTS OF DROPOUT FEMALES	COMBINED PERCENTAGE OF DROPOUTS	PARENTS OF GRADUATE MALES	PARENTS OF GRADUATE FEMALES	COMBINED PERCENTAGE OF GRADUATES
Yes	2	3	63	26	23	30
No	0	2	25	47	48	58
No Answer	0	1	12	9	10	12
Totals	2	6	100	82	81	100

Total Parents of Dropouts: 8
Total Parents of Graduates: 163

At the risk of belaboring the same point, both parent groups were also asked if they were faced with the choice today, would they send their children to a vocational-technical school. The results here presented in Table 42 remain similar to those presented for other questions. Sixty-three per cent of the dropout parents say they would send their children today to a vocational-technical school, while a third of the parents of students who graduated say they would send their children to a vocational-technical school. In some ways, this last statistic is considerably more meaningful. If the parents of the student population who drop out each year would send their children to a vocational-technical school, this alone would not make for a very large vocational-technical student body. However, if 33 per cent of the parents whose children remain in high school and graduate would send their children to a vocational-technical school, this would make a very substantial enrollment in such a school -- an enrollment which would far outnumber the students who would be there because they constitute potential dropouts from a regular school.

TABLE 42

QUESTIONNAIRE RESPONSES, PARENTS OF DROPOUTS AND GRADUATES: ITEM 12 IF YOU WERE CHOOSING TODAY, WOULD YOU HAVE SENT YOUR CHILD TO A TECHNICAL HIGH SCHOOL?

OPINION	PARENTS OF DROPOUT		COMBINED PERCENTAGE OF DROPOUTS	PARENTS OF GRADUATE		COMBINED PERCENTAGE OF GRADUATES
	MALES	FEMALES		MALES	FEMALES	
Yes	2	3	63	26	28	33
No	0	2	25	45	47	56
No Answer	0	1	12	11	6	11
Totals	2	6	100	82	81	100

Total Parents of Dropouts: 8
Total Parents of Graduates: 163

Both the dropout and graduate parents were asked whether or not they felt a vocational-technical program could best be presented in a separate high school. Here these two groups of parents were in substantial agreement. Fifty per cent of the dropout parents felt that such training should be carried on in a school reserved just for vocational-technical students, while something over 53 per cent of the parents of the graduate students agreed with this judgment. Table 43 presents these data.

TABLE 43

QUESTIONNAIRE RESPONSES, PARENTS OF DROPOUTS AND GRADUATES: ITEM 13 DO YOU THINK A COMPLETE VOCATIONAL-TECHNICAL PROGRAM CAN BEST BE PRESENTED IN A SEPARATE HIGH SCHOOL?

OPINION	PARENTS OF DROPOUT MALES	PARENTS OF DROPOUT FEMALES	COMBINED PERCENTAGE OF DROPOUTS	PARENTS OF GRADUATE MALES	PARENTS OF GRADUATE FEMALES	COMBINED PERCENTAGE OF GRADUATES
Yes	1	3	50	43	44	53
No	1	2	38	25	26	31
No Answer	0	1	12	14	11	16
Totals	2	6	100	82	81	100

Total Parents of Dropouts: 8
Total Parents of Graduates: 163

The final table in this section, Table 44, deals with the estimate of parents regarding whether or not the earning capacity of their children would have been increased if they had spent their high school years in a vocational-technical school. A large number of the dropout parents, in fact, 50 per cent of them, felt that the earning power of their children would have been increased by such a training experience. Over a third of the parents of students who graduated from high school felt that the earning power of their children would have been enhanced had they attended a vocational-technical high school. This represents still another kind of endorsement by school patrons for a complete vocational-technical facility.

TABLE 44

QUESTIONNAIRE RESPONSES, PARENTS OF DROPOUTS AND GRADUATES: ITEM 15
KNOWING YOUR CHILD'S PRESENT EARNING CAPACITY,
DO YOU BELIEVE IT WOULD HAVE BEEN INCREASED IF HE HAD
SPENT HIGH SCHOOL YEARS IN A VOCATIONAL-TECHNICAL HIGH SCHOOL?

OPINION	PARENTS OF DROPOUT		COMBINED PERCENTAGE OF DROPOUTS	PARENTS OF GRADUATE		COMBINED PERCENTAGE OF GRADUATES
	MALES	FEMALES		MALES	FEMALES	
Increased Earnings	2	2	50	31	27	35
Decreased Earnings	0	0	0	1	4	3
No Affect on Earnings	0	3	38	26	24	31
No Answer	0	1	12	24	26	31
Totals	2	6	100	82	81	100

Total Parents of Dropouts: 8
Total Parents of Graduates: 163

CHAPTER III

EMPLOYMENT OPPORTUNITIES FOR CHURCHILL COUNTY YOUTH

The State and National Labor Situation

Perhaps the single most comprehensive study of Nevada manpower needs now available is the analysis completed in November, 1967 by the Employment Security Department of the State of Nevada entitled "Nevada Manpower Information, 1967-1975."* This study consisted mainly of an employer survey prepared in conjunction with the Governor's Manpower and Economic Development Conference. Both state and county-wide samplings of employers were carried out in a very comprehensive survey. Returns were requested at the personal urging of the Governor and were received in greater proportion than in nearly any other comparable analysis ever undertaken in Nevada. Without attempting to review this detailed report, it does seem relevant to include in this project a table which has some bearing on the Nevada situation.

Table 45, taken from the report cited above, shows the 1966 employment projections to the year 1970 and on to 1975. All categories show increases both between now and 1970, as well as between 1970 and 1975. Marked increases in employment are shown in all categories, which included Mining, Construction, Manufacturing, Transportation, Trade, Finance, Service and Government. All of these forecasted employment growths suggests the need for a great variety of vocational and technical skills.

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* Nevada Manpower Information, 1967-1975, Manpower Information and Research Section, Carson City, Nevada (November, 1967).

The projected category of growth to 1975 requiring the greatest increase in the number of employees was in the Service and Miscellaneous field which included hotels, personal services, amusement and recreation, and other services. An almost identical increase in actual employees was projected in the category of Government, which included federal, state and local. The per cent of increase in this category of Government is much greater (50 per cent) than is that reported for Service (24 per cent). This would suggest a growing demand for office and clerical skills.

TABLE 45

STATE OF NEVADA
1966 EMPLOYMENT AND EMPLOYER PROJECTIONS TO 1970 AND 1975

INDUSTRY	EMPLOYMENT 1966	PROJECTIONS 1970	PROJECTIONS 1975	PERCENT CHANGE FROM 1966 TO 1970	PERCENT CHANGE FROM 1966 TO 1975
TOTAL NON-AGRICULTURAL	162,200	192,200	212,800	18	31
Mining	4,000	4,600	4,600	15	15
Construction	9,300	11,900	13,700	28	47
Manufacturing	7,000	8,300	9,200	19	31
Trans., Comm. & Pub. Util.	11,600	12,900	14,300	11	23
Trans. ex. railroads	4,100	4,800	5,700	17	39
Communications & utilities	5,300	6,100	6,800	15	28
Trade	30,300	34,500	38,000	14	25
Wholesale trade	4,900	5,300	6,000	8	22
Retail	25,400	29,200	32,000	15	26
Finance, Ins. & Real Estate	6,200	7,600	8,700	23	40
Service & Miscellaneous	63,500	75,100	79,000	18	24
Hotels	20,000	22,900	23,500	15	18
Personal Services	3,300	4,000	4,300	21	30
Amusement & Recreation	19,700	25,600	26,500	30	35
Other Service & Misc.	20,500	22,600	24,700	10	20
Government	30,300	37,300	45,300	23	50
Federal	8,400	9,500	10,200	13	21
State & Local	21,900	27,800	35,100	27	60

NOTE: Employment for 1966 is the annual average taken from the monthly reports of the Current Employment Statistics Report, Employment Security Department.

SOURCE: Taken from the report "Nevada Manpower Information, 1967-1975," Manpower Information and Research Section, Carson City, Nevada (November, 1967).

It is now not enough to train a person for work in his own county or even within his own state since, upon severing ties with formal educational institutions, individuals tend to scatter in all directions and for considerable distances.

A report issued by the U. S. Department of Labor in March, 1966 presented the projected employment by industry division to the year 1970 on a nationwide basis. Like the Nevada projections, nearly all categories showed projected increases. However, unlike Nevada, the nationwide trends pointed to more moderate employment gains. On a national basis mining is expected to show a decline of about seven per cent, while in Nevada it will be gaining an expected 15 per cent. The most marked gains will be in service related industries and Government employment -- two findings which are essentially consonant with the findings for Nevada. Nationally the trend toward a decline in agricultural job opportunities gives every indication of continuing for some years to come.

The employment growth in most occupations will speed up considerably over the next half decade, according to the U. S. Department of Labor report quoted above. The demand for professional and technical workers will increase by 25 per cent. Clerical workers and service workers will be needed in numbers some 20 per cent greater than are presently in the work force. Managers, officials, and proprietors, along with craftsmen and sales persons will be needed in numbers

12 to 15 per cent greater than is presently the case. Operatives and non-farm laborers will increase slightly and only farmers and farm workers will show a marked decrease in demand. One conclusion from these general data is that training facilities are going to be hard-pressed to provide the labor market with the skilled workers needed to fill the job vacancies which will materialize in the next few years.

Employment Opportunities in Churchill County

This portion of the study was concerned with employment opportunities open to the young people in Churchill County. In November of 1967 a listing of the businesses in the Fallon area was secured from the City Clerk, Mrs. Beth Nichols. Also, a listing of the business licenses issued outside Fallon in the surrounding Churchill County was compiled by the County Sheriff's office, through the courtesy of Mrs. Ruth Walker.

A Vocational-Technical Survey Form (see Appendix F, Vocational-Technical Survey of the Research Coordinating Unit, University of Nevada) was then sent to each of these firms or businesses.

Of a total 265 Vocational-Technical Survey forms mailed, 67 were completed by businessmen and returned. Eight of these questionnaires were not usable, however, so that a total of 59 questionnaires constituted the basis for this report.

The survey form returns from businesses was less than 25 per cent. This is low, and, therefore, few reliable statements can be made concerning these data. However, the results of this tabulation have been included.

Number of Persons Presently Employed and Number Anticipated in 1970

The following tabulations are based on only the number of businesses that replied to both the number of people employed in 1967 and the number of employees estimated in 1970. There were 42 businesses that replied to both of these questions.

The number of males presently employed in Professional and Technical positions was found to be 21. The number of female employees, by comparison, was 15. Estimates given by employees for their needs in 1970 for these two categories were 32 and 19 respectively.

In the Management and Administration area, 23 male and four female employees were reported, with 1970 estimates for 27 and five employees in these respective categories.

Clerical employees (Bookkeeper, Cashier, Clerk-Accountant, Clerk-General, Office Machine Operator, Secretary, Telephone Operator, Teller, Stenographer) employed at present totalled five males and 28 females. The projected needs for 1970 were for five males and 35 females.

Persons employed in Amusement and Entertainment (Entertainer, Musician, Radio-TV Announcer & Related, and Gambling Speciality) totalled four males and no females, with projected needs for 1970 being four males and one female.

Persons employed in Sales (Sales Clerk, Salesman, Stock Clerk, and Display Man) totalled 31 men and 17 women, with the need for 1970 expressed for 39 men and 19 women.

There were three males and 15 females reported in Food Services (Baker, Bartender, Bus Boy, Kitchen Worker, Waiter and Waitress). Needs for 1970 in this category were reported for three men and 21 women.

Returns indicated that four men and six women were employed in the Other Service category (Barber, Beautician, Building Maintenance, Janitor, Dry Cleaner, Laundry, Maid, Housekeeper, Porter, Cleaner, Policeman-Fireman, Watchman-Guard), with needs for 1970 estimated at six men and six women.

In the Skilled and Craftsman work area (Appliance Repairs, Body, Fender & Paint, Cabinet Maker, Carpenter, Electrician, Foreman, Machinist, Mason, Mechanic, Painter, Decorator, Plumber, Tailor, Typesetter-Engraver) employment was reported for 36 men and no women. Needs projected for 1970 were for 53 men and no women.

In the Semi-skilled area (Assembler, Machine Operator, Truck Driver) 13 men and no women were employed. Needs for 1970 were estimated to be for 16 men and no women.

In the final category, Unskilled or Miscellaneous, several occupations were written in. These included Farm Laborer, Car Wash, Lot Boy, Tire Repair, General Cleaning, Shop Operator, and Laborer. Present employment in these unskilled areas totalled 31 men and two women, with needs for 45 men and two women probable for 1970.

Table 46 reports the present employment and 1970 estimates of need for the specific occupations in the above ten general areas. To highlight the areas of greatest need:

1. Needs were expressed for an increase from 21 to 32 male Professional and Technical workers, and from 15 to 19 female Professional and Technical workers.
2. The projected estimate of 1970 Sales employees was for 39 males as compared to 31 in 1967.

3. The increase in Skilled and Craftsmen occupations was estimated to be from a present 36 employees to a projected 53 in 1970.

4. In the Unskilled or Miscellaneous areas, 31 male employees were presently employed, with an expressed need of 45 male employees in 1970.

TABLE 46

NUMBER OF PRESENT EMPLOYEES, MALE AND FEMALE, AND ESTIMATES OF NEED FOR EMPLOYEES, 1970, MALE AND FEMALE

(Data from 42 Questionnaires by Churchill County Businesses)

OCCUPATION	1967 EMPLOYED MALE	1967 EMPLOYED FEMALE	1970 ESTIMATE MALE	1970 ESTIMATE FEMALE	OCCUPATION	1967 EMPLOYED MALE	1967 EMPLOYED FEMALE	1970 ESTIMATE MALE	1970 ESTIMATE FEMALE
1. Prof. & Tech.	21	15	32	19	7. Other Service:				
					Barber & Beaut.	2	0	2	0
2. Manag. & Admin.	23	4	27	5	Dry Clean, Laundry	1	3	2	4
3. Clerical:	1	8	1	9	Other	1	3	2	2
Bookkeeper	1	8	1	9	Total Other Serv.	4	6	6	6
Clerk General	2	4	2	6					
Secretary	0	8	0	11	8. Skilled & Craft:				
Stenographer	1	0	1	0	App. Repair	2	0	3	0
Total Clerical	5	28	5	35	Body, Fender & Paint	2	0	2	0
4. Amuse. & Enter.					Carpenter	1	0	2	0
Radio-TV Anncr.	4	0	4	1	Foreman	2	0	3	0
					Machinist	1	0	1	0
5. Sales:					Mason	2	0	4	0
Sales Clerk	2	8	2	9	Mechanic	14	0	20	0
Salesman	13	0	16	0	Painter, Dec.	1	0	2	0
Stock Clerk	3	7	4	8	Plumber	1	0	1	0
Other	13	2	17	2	Other	10	0	15	0
Total Sales	31	17	39	19	Total Skilled & Craftsman	36	0	53	0
6. Food Service:									
Baker, etc.	0	5	0	7	9. Semi-Skilled:				
Bartender	3	1	3	1	Truck Driver	10	0	13	0
Waiter & Waitress	0	9	0	13	Other	3	0	3	0
Total Food Ser.	3	15	3	21	Total Semi-Skld.	13	0	16	0
					10. Unskilled & Mis.	31	2	45	2

Educational Requirements

The questionnaire responses from the 59 business firms in Churchill County concerning Educational Requirements were categorized in three different areas: 1) Education (Less than High School, High School Graduation, High School Plus, and Specialized); 2) Experience (Yes or No); and 3) Minimum Age.

There were no reports in Professional and Technical, Managerial and Administrative, Clerical and Amusement and Entertainment occupations for Less Than High School educational requirements. There were three reports in Sales occupations for Less Than High School educational requirements, and two from Food Service occupations. There was one report from Other Service occupations, three from Skilled, three from Semi-skilled, and six from Unskilled or Miscellaneous occupations saying that they required Less Than High School education. These above reports substantiate the logical conclusion that the more professional occupations require at least a high school education, while those which are unskilled would accept employees with less academic preparation.

A high school education was required by 26 reporting employees from Skilled and Craftsman occupations, 19 from Clerical occupations and 13 from Sales occupations. Six reports from Managerial and Administrative occupations said that they required a high school education, while five Semi-skilled occupations and four Food Service occupations specified they needed a high school diploma. Three Other Service occupations, two Professional and Technical occupations, two Unskilled and Miscellaneous occupations and one Amusement and Entertainment occupation reported a high school graduation requirement.

As might be expected, a High School Plus education was specified by the Managerial and Administrative occupations (ten), by the Clerical occupations (eight), and by Professional and Technical occupations (seven). There were, in addition, three reports of High School Plus requirements in Skilled and Craftsman occupations and two in Sales occupations. Amusement and Entertainment, Food Service, Other Service, Semi-skilled, and Unskilled or Miscellaneous reported no requirements for High School Plus education.

A specialized education was reported in the following occupational areas: Professional and Technical (nine), Skilled and Craftsman (five), Clerical (four), Managerial and Administrative (two), Other Service (one), and Sales (one), while Amusement and Entertainment, Food Service, Semi-skilled and Unskilled or Miscellaneous reported no requirements for specialized education.

Work experience was required in several occupational categories. The Skilled and Craftsman area reported 39 businesses requiring it and three not requiring it, while the Clerical occupations asked for work experience in 18 positions and none in five. Managerial and Administrative occupations in all cases asked for work (15-required, 0-not required). Professional and Technical occupations in several cases asked for work (ten required, three-not required). The reports from Sales occupations were for six requirements for work experience and six not requiring experience, and Other Service occupations reported two requiring experience and two not asking for such experience. In the Semi-skilled occupations there were three reports of experience requirements and one business not asking for experience. The remainder of the occupations reported that they required no experience: Amusement and Entertainment (0-required, one-not required), Food Service (0-required, two-not required), and Unskilled or Miscellaneous (0-required, five-not required).

Table 47 summarizes the data concerning education requirements. This table reported that the Professional and Technical and Managerial and Administrative occupations require more formal education. The Clerical occupations asked for a high school or high school plus education, while the Sales, Food Service and Skilled and Craftsman desired a high school diploma. Specialized education appears to be demanded for entry in Professional and Technical, Skilled and Craftsman, Clerical, and Managerial and Administrative occupations. Work experience was largely required in Skilled and Craftsman, Clerical, Managerial and Administrative, and Professional and Technical areas.

TABLE 47

EDUCATIONAL REQUIREMENTS DEMANDED OF EMPLOYEES BY CHURCHILL COUNTY BUSINESSES (59 BUSINESSES SURVEYED)

Occupation	Education			Specialized	Experience	
	Less Than H.S.	H.S.	H.S. Plus		Yes	No
Professional & Technical		2	7	9	10	3
Managerial & Administrative		6	10	2	15	0
Clerical:						
Bookkeeper		4	4	3	7	1
Clerk, General		5			2	1
Secretary		5	2		4	1
Typist		1				
Other		4	2	1	5	2
TOTAL:		19	8	4	18	5
Amusement & Entertainment		1			0	1
Sales:						
Sales Clerk		3			2	1
Salesman		3		1	3	1
Stock Clerk	1	2			1	1
Other	2	5	2			3
TOTAL:	3	13	2	1	6	6
Food Service:						
Baker	1	2				1
Waiter & Waitress	1	2				1
TOTAL:	2	4				2

This table continued on following page

TABLE 47 (Cont.)

Occupation	Education			Specialized	Experience	
	Less Than H.S.	H.S.	H.S. Plus		Yes	No
Other Service:						
Barber & Beautician		1				1
Dry Cleaner, Laundry		1		1	2	
Other		1				1
Janitor	1					
TOTAL:	1	3		1	2	2
Skilled & Craftsman:						
Appliance Repair		3		1	2	1
Body, Fender & Paint		1			1	
Cabinet Maker		1			1	
Carpenter		2			2	
Electrician					1	
Foreman		2	2	1	3	
Machinist		1			1	
Mason	1				1	
Mechanic	1	3	1	1	8	
Painter, Decorator	1					1
Plumber					1	
Other		13		2	18	1
TOTAL:	3	26	3	5	39	3
Semi-skilled:						
Truck Driver	2	4			3	
Other	1	1				1
TOTAL:	3	5			3	1
Unskilled or Miscellaneous	6	2				5

Minimum Age

There were relatively few responses concerning minimum age requirements. Many firms reported the minimum ages as a range rather than as minimum hiring age.

The Professional and Technical occupations minimum age reported was 18. The most often specified minimum age was 21. The Managerial and Administrative occupations reported 18 years of age as the minimum hiring age with 21 again being the most often age noted. The minimum age for hiring reported for Clerical occupations was 18 and this was the most often reported age. Only one response was reported for Amusement and Entertainment classification and this was the minimum age requirement of 18. The Sales occupation category reported 16 as the minimum hiring age with 18 being the most often reported age. Other Services occupations reported age 21 as the minimum hiring age. Skilled and Craftsman occupations indicated minimum age requirements of 16 with 18 and 21 being the most often reported. Semi-skilled occupations reported 18 as the minimum hiring age requirement. Unskilled and Miscellaneous occupations reported 16 as minimum age requirements.

Company Training Programs

The Company Training Programs, as reported by 59 business firms in Churchill County, were surveyed in three different areas: 1) Apprenticeship or Lead In; 2) On The Job; and 3) None.

1) Apprenticeship or Lead In:

In the Professional and Technical occupations, only one business reported a need for Apprenticeship programs, and one reported that they had such a program.

There were no Managerial and Administrative apprenticeship programs reported.

In the Clerical occupations, one business reported a need for an apprenticeship or lead in program and one reported already having such a program. There were, again, no apprenticeship programs reported in the Amusement and Entertainment occupations.

In Sales, three businesses reported that they needed an apprenticeship program and two said that they had such a program already.

In the Food Service occupations, four companies reported an apprenticeship or lead in program and four reported having such a program, while there were no needs and no reports of existing programs in the Other Service occupations.

In the Skilled and Craftsman occupations, five such programs were reported, with a need for ten.

There was one expression of need for an apprenticeship program in the Semi-skilled occupations and two expressions of employers having such a program. No need was expressed in the Unskilled or Miscellaneous occupations and only one such program was said to be in operation.

2) On The Job:

There were 45 on-the-job training programs while 21 apprenticeship company training programs were reported. There was less need expressed for on-the-job programs. Eight needs were reported for on-the-job categories compared with 15 requests for apprenticeship or lead-in programs.

In the Professional and Technical occupations, only one company reported having need for such a program and three stated that they had such a program in operation.

In Managerial and Administrative occupations, no need was expressed for on-the-job programs, with three already in existence. There were two expressions of need for on-the-job company training programs in Clerical occupations, with five already in operation. No needs were expressed in Amusement and Entertainment occupations, with one presently in existence.

In the Sales occupations, three needs were expressed for on-the-job company training programs, with eight already being provided. No programs were stated to be in existence or needed in the Food Service occupations, while in Other Service occupations, there were, again, no needs expressed and only one in operation.

In Skilled and Craftsman occupations, two needs were expressed for on-the-job company training program with 15 already in existence. In the Semi-skilled occupational area no need was expressed with five already operating while in Unskilled or Miscellaneous occupations there was again no need with four presently operating.

3) None:

In the Professional and Technical there were four reports of no company training programs. In Managerial & Administrative occupations, five reports stated "no such programs," while in Clerical occupations, 18 reported none. In Amusement and Entertainment occupations, there were five reports of no company training programs. In Sales, seven reported no program and in Food Service, eight made a similar report.

In Other Service occupations, there were 11 reports stating that they had no company training programs, while in Skilled and Craftsman occupations, ten reported no program. There were four reports of no programs in the Semi-skilled occupations and four similar reports in the Unskilled or Miscellaneous category.

Table 48 summarizes the data concerning company training programs. From this table one may observe that the largest needs for apprenticeship programs are in the Skilled and Craftsman, Food Service, and Sales areas. Again, concerning On The Job company training programs, the needs expressed are in Skilled and Craftsman, Sales, and Clerical areas primarily.

TABLE 48

COMPANY TRAINING PROGRAMS IN EXISTENCE AND NEEDED BY CHURCHILL COUNTY BUSINESSES (59 BUSINESSES REPORTING)

OCCUPATION	APPRENTICESHIP OR LEAD IN NEED	HAVE	ON THE JOB NEED	HAVE	NONE
Professional & Technical	1	1	1	3	4
Managerial & Administrative				3	5
Clerical:					
Bookkeeper				1	5
Cashier					1
Clerk Accountant					1
Clerk General				2	1
Office Machine Oper.					1
Secretary		1	1	1	4
Stenographer					1
Telephone Operator					1
Teller					1
Typist					1
Other	1		1	1	1
TOTAL	1	1	2	5	18
Amusement & Entertainment:					
Musician					1
Radio-TV Anncr.				1	1
Gambling Specialty					1
Other					2
TOTAL				1	5
Sales:					
Sales Clerk		1		1	2
Salesman	1		1	2	1
Stock Clerk		1		3	1
Display Man					1
Other	2		2	2	2
TOTAL	3	2	3	8	7
Food Service:					
Baker, Chef, Cook	1	1			2
Bartender					1
Bus Boy					1
Kitchen Helper					1
Waiter & Waitress	3	3			2
Other					1
TOTAL	4	4			8

This table continued on following page

TABLE 48 (Cont.)

OCCUPATION	APPRENTICESHIP OR LEAD IN NEED	APPRENTICESHIP OR LEAD IN HAVE	ON THE JOB NEED	ON THE JOB HAVE	NONE
Other Service:					
Barber & Beautician					2
Janitor					1
Dry Cleaner, Laundry				1	3
Maids					1
Porter					1
Policeman, Fireman					1
Watchman, Guard					1
Other					1
TOTAL				1	11
Skilled & Craftsman:					
Appliance Repairs				2	2
Body, Fender & Paint				1	1
Cabinet Maker	1				
Carpenter	1	2		2	
Foreman	1	2		2	
Machinist		1		1	
Mason		1			1
Mechanic	2	1	2	2	1
Painter, Decorator				1	
Tailor					1
Typesetter					1
Other		3		4	3
TOTAL	5	10	2	15	10
Semi-Skilled:					
Assembler					1
Machine Operator					1
Truck Driver		2		3	2
Other	1			2	
TOTAL	1	2		5	4
Unskilled or Misc.		1		4	4

Union Questionnaires

A Vocational-Technical Survey questionnaire was compiled for securing information from the unions in Churchill County. Information asked for on this questionnaire concerned education level required for membership, apprenticeship training for members, and suggestions for vocational and other programs in the schools.

Copies of this questionnaire were mailed to persons in charge of Electrical, Heavy Equipment, and Carpenters' Unions in the Fallon area, but none were returned.

CHAPTER IV

SUMMARY AND RECOMMENDATIONS

Many of the questions asked in the original proposal for this study have been answered; others have not. Additional areas for investigation were added as the study was being executed, and these avenues were outlined, researched, and reported.

Summary

A description was written for each of the vocational and technical offerings in the Churchill County Schools. Ten programs -- Vocational Agriculture; Home Economics; Distributive Education; Office Practice; Drafting and Design; Industrial Arts; Wood Shop and Vocational Carpentry; Auto Mechanics; Licensed Practical Nursing; and Adult Education -- were reported in some detail. An Organization Chart was drawn to picture the lines of responsibility and authority for these programs and personnel concerned. A report was made of federal and state reimbursements for 1960-61 to the present (Tables 1 and 2), and a Summary Chart was compiled to show the objectives, when programs were initiated, the offerings, where programs are housed, and the number of students enrolled in each program (Table 3).

Career Interest Forms were administered to 916 students in Grades 7 through 12 in the Churchill County Schools. In their responses to this form, the students indicated that a large share of their career choices were made in grades 7, 8, and 9; that they respect the help and guidance of their parents

3

and would benefit from vocational guidance in groups; that some students would benefit from added curriculum and guidance services oriented toward the World of Work; that many students envision an immediate entry into the World of Work and into higher education; and, lastly, that a significant percentage of the students (one third) would attend a local vocational-technical school if offered the opportunity.

A study of the dropouts from the Churchill County Schools showed that 95 students out of a total enrollment of 3,541 had dropped out during the 1961-66 period. The largest share of these students (6.2 per cent of the grade enrollment), it was found, had dropped out during their 12th grade in school. The overall average dropout rate was found to be 2.7 per cent for this period of years. The age at which most dropouts occurred was 16 through 18 and the number of females dropping out (58.5 per cent) was larger than that of males (41.5 per cent). A large percentage (70 per cent) of dropouts was found to be below average in achievement and intelligence test scores, but about 15 per cent were discovered to be above average.

A questionnaire was sent to all dropouts and parents of dropouts from the Churchill County Schools from 1961-66. Responses to the dropout questionnaire were very few in number. They were analyzed and reported, but no valid conclusions could be made from such a small return. A similar questionnaire was also sent to the 690 students who graduated 1961 through 1966, and to their parents. The 191 responses from graduates and 163 responses from their parents were then compiled and reported in detail. Information such as that concerning the number of parents of graduates who would send their children to a vocational-technical school today (54) could prove useful as one conclusion from this section of the report.

A Vocational-Technical Survey Form (Appendix E) was mailed to businesses and firms in the Fallon area. The numbers of persons presently employed and estimates of employee needs for 1970 were reported by these businesses at ten different occupational levels, with expressions of need being made for Professional and Technical Workers, Sales Employees, Food Services, Skilled and Craftsmen, Semi-Skilled Workers, and Clerical Workers.

Recommendations

For the size of the district and the amount of money budgeted for vocational programs, we are pleased to report that the Churchill County School District is providing a varied, useful and quality program for most students.

The following recommendations are offered for your consideration as possible expansion of your present program:

Recommendation 1: Occupational education has become a joint public and private venture to assure that there are adequate opportunities for people to develop, maintain and advance their occupational capabilities. It permeates virtually all programs of education for persons beyond fourteen years of age, but does not disregard the non-occupational aspect of human life. It is essential that educators utilize occupational advisory committees to aid in the development of quality occupational education programs.

Some advisory committees are now used in Churchill County; however, we recommend that more occupational advisory committees be established to advise administrators and teachers regarding instructional programs in specific trades, crafts, or occupations. These committees should be concerned with the particular occupational education area which they represent and how it relates to the overall educational program. Some specific committee functions are: a) It serves as a communication channel between school and community occupational groups. b) Lists the specific skills and suggests related and technical information for the course. c) Recommends competent personnel from business and industry as potential resource persons or instructors. d) Suggests ways for improving public relations. e) Assists in providing scholarships, work experience, and placing graduates in work situations. f) Keeps the school informed of changes in labor markets, specific needs and surpluses of labor personnel. g) Assesses program needs in terms of the best interests of students.

Recommendation 2: An area that demands more attention day by day is the vocational guidance program. In practically every school district across the country the minimal quality of vocational guidance is a limiting factor in a student's education. Quality vocational guidance programs are costly; however, guidance services should be available to every boy and girl. Currently, there is striking evidence, among dropouts, and a host of maladjusted youth, that a great deal more guidance is needed on the part of the school, the home, the church, and other institutions of society. If students are to find appropriate places in occupations, an effective vocational guidance program is essential. General guidance is not enough. There must be effective vocational guidance in order to match ability and interest with job needs and requirements. For young people who are going directly to work upon leaving school, the need for sound vocational guidance is critical.

The National Manpower Council has suggested that a more effective program of vocational guidance be developed. Among the recommendations they present are the following: "a) State and local governments and boards of education should recognize that the provision of essential educational and vocational guidance services is a major responsibility of secondary education by increasing substantially and rapidly the funds and staff available for guidance and counseling purposes. b) School officials should use their guidance and counseling staff primarily for vocational guidance purposes and, when expanded resources of staff and funds permit, also for counseling students with personal adjustment problems. c) School officials should make vocational guidance available no later than the ninth year and have it continue throughout the high school course. Classroom teachers should be assigned and trained to accept major responsibility for helping the student to make sound educational and occupational decisions. d) School officials should take the lead in their communities to assure a vigorous cooperative effort, in which industry, business, labor, government, the armed forces, and civic groups participate to provide occupational information and other types of assistance essential for effective vocational guidance."[1]

We want to make it clear that your present vocational guidance program is good, but obviously more could be accomplished with an increased financial effort to enlarge staff and provide additional vocational occupational resources.

Recommendation 3: Work experience for some students is an essential component of their daily school program. Your work experience program should be enlarged so that more students can work on the job part of the day learning a salable skill: Again, this requires more staff. Work experience students require close supervision by qualified school personnel and their employer. Close coordination between school and industry is necessary to make the program valuable for the students. This program can develop a whole new student outlook on the need for education as he is able to move directly into the labor force upon graduation.

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[1] National Manpower Council. A Policy For Skilled Manpower, New York: Columbia University Press, 1954.

Recommendation 4: The district should develop a plan for in-depth follow-up studies of graduates and dropouts. These studies should be used as one evaluative criterion to determine the utility and effectiveness of the school district educational program.

Recommendation 5: Strong support by the Churchill County Board of Trustees should be continued, as in the past, to provide adult education and post-high school programs. At present there is great desire by most Churchill County students to pursue post-high school course work. It is evident that the district is not financially able to totally support an elaborate post-high school or community college program.

At present a year long statewide study on the need for a Nevada Community College System is underway. It is hoped that the findings of that study will lead to a recommendation to the legislature for provision of funds supporting a strong post-high school vocational and technical program.

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APPENDIX A. STUDENT CAREER INTEREST FORM

ar Student:

The Churchill County School Board wishes to help you in considering careers. To do this, they have sked teachers, administrators, and the University of Nevada to present this short form to you. ollow directions carefully.

AS AN EXAMPLE LOOK AT FRED JOHNSON'S FORM.

CTION 1. **"NAME".** Print your name at the top of Section 1 as Johnson, Fred did. START WITH YOUR LAST NAME FIRST. Then mark each letter in your name starting with your first initial in your last name in first blank column, second letter in your last name in second blank column, etc.

ECTION 2. **"SCHOOL".** Fred goes to Churchill County High School so he marked CHC. Find the three letters for your school in the school code below and fill out this section.

School Code for Section 2

CHC	Churchill County High	CHB	E. C. Best Junior High

ECTION 3. **"DATE OF BIRTH".** Fred was born on April 7, 1949, so he filled out 04 (April), 07, and 49. Look at the month code below, find your birthday and complete Section 3.

Month Code for Section 3

01	January	05	May	09	September
02	February	06	June	10	October
03	March	07	July	11	November
04	April	08	August	12	December

SECTION 4. **"CURRENT GRADE".** Fred is in the 12th grade, so he made a mark in front of the 1 and a mark after the 2. Indicate your grade. If you are in grade 7, 8, or 9 mark 07, 08, or 09.

SECTION 5. **"CAREER CHOICE MADE BY YOU IN GRADE".** Fred started to think about his career in the 9th grade so he marked 09. Complete this section. If you don't know, or haven't really thought about this, make a mark on both sides of the "0".

SECTION 6. **"AFTER SCHOOL PLANS".** This section is very important. Fred feels he has to go to work, so he marked "yes". He also wants to attend a technical school so he marked "yes". Make one or more marks that apply to you.

SECTION 7. **"FATHER'S JOB".** Mark what your father does. Since Fred's father is a waiter, Fred found that #31 (in the list of occupations) should be marked. Look through these occupations. Find where your father's job is listed and then mark that number.

SECTION 8. **"MOTHER'S JOB".** Mark this section following the same instructions as listed in Section 7 "Father's Job".

SECTION 9. **"HELPED YOU IN YOUR CHOICE".** Fred felt that one of his junior high teachers helped him most in considering possible careers. A counselor helped him some and his sister helped him none. Make at least three marks on your form in this section.

SECTION 10. **"CAREER CHOICES".** Fred would like to be a physician so he marked 07 (from the list of occupations) as his first choice under "most desirable". Teaching (09) was his next "most desirable" choice. But Fred has not been a good student in school and he already has a part time job in the restaurant. Fred thinks he probably will become a chef or a mechanic. He marked 31 (for chef) for his 1st choice and 62 (for mechanic) under "realistic" choices. Take some time, pick out the 4 careers that fit you and mark them on your student career interest form.

SECTION 11. Fred planned on attending a technical school so he marked "yes". You have different goals so you may want to answer "no" on this section. Listed below are a few examples of the fields of training that are offered in a vocational-technical school to give you an idea of what type of school this is. Complete this section, check the interest form and hand it in.

Vocational - Agriculture; auto body repair; auto mechanics; home economics; laboratory assistant; machinist; radio-tv repair.

Technical - Advertising; data processing; graphic arts; industrial physics & chemistry

NEVADA RESEARCH COORDINATING UNIT
STUDENT CAREER INTEREST FORM

1

NAME

	J	O	H	N	S	O	N	F	R	E
A										
B										
C										
D										
E										●
F								●		
G										
H			●							
I										
J	●									
K										
L										
M										
N				●			●			
O		●				●				
P										
Q										
R									●	
S					●					
T										
U										
V										
W										
X										
Y										
Z										

2

SCHOOL

	C	H	C
A			
B			
C	●		●
D			
E			
F			
G			
H		●	
I			
J			
K			
L			
M			
N			
O			
P			
Q			
R			
S			
T			
U			
V			
W			
X			
Y			
Z			

3

DATE OF BIRTH

	Month		Day		Year	
0	●		●			
1						
2						
3						
4		●			●	
5						
6						
7				●		
8						
9						●

Male	Female
●	

4

CURRENT GRADE

0		
7		
8		
9		
1	●	
2		●

5

CAREER CHOICE MADE BY YOU IN GRADE

0	●	
7		
8		
9		●
1		
2		

6

AFTER SCHOOL PLANS

	Yes	No
Go to work	●	
On the job training		
Apprentice training		
Trade school		
Technical school	●	
Two-year college		
Four-year college		
Armed forces		

7

FATHER'S JOB

0		
1		●
2		
3	●	
4		
5		
6		
7		
8		
9		

8

MOTHER'S JOB

0		
1		
2		
3		
4		
5		
6		
7		
8		
9		

9

HELPED YOU IN YOUR CHOICE

	Most	Some	None
Parent			
Brother			
Sister			●
Principal			
Counselor			
Teacher	●		
Friend			
Literature			
Classes			
Other			

10

CAREER CHOICES

	Most desirable 1st		Most desirable 2nd		Realistic 1st		Realistic 2nd	
0	●		●					
1						●		
2								●
3					●			
4								
5								
6							●	
7		●						
8								
9				●				

11

WOULD YOU GO TO A LOCAL VOCATIONAL-TECHNICAL SCHOOL?

Yes	No
●	

NEVADA RESEARCH COORDINATING UNIT

STUDENT CAREER INTEREST FORM

NAME

1

A	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
B	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
C	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
D	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
E	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
F	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
G	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
H	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
I	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
J	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
K	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
L	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
M	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
N	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
O	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
P	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Q	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
R	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
S	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
T	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
U	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
V	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
W	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
X	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Y	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Z	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

SCHOOL

2

A	☐	☐	☐
B	☐	☐	☐
C	☐	☐	☐
D	☐	☐	☐
E	☐	☐	☐
F	☐	☐	☐
G	☐	☐	☐
H	☐	☐	☐
I	☐	☐	☐
J	☐	☐	☐
K	☐	☐	☐
L	☐	☐	☐
M	☐	☐	☐
N	☐	☐	☐
O	☐	☐	☐
P	☐	☐	☐
Q	☐	☐	☐
R	☐	☐	☐
S	☐	☐	☐
T	☐	☐	☐
U	☐	☐	☐
V	☐	☐	☐
W	☐	☐	☐
X	☐	☐	☐
Y	☐	☐	☐
Z	☐	☐	☐

DATE OF BIRTH

3

Month	Day	Year
☐ 0 ☐	☐ 0 ☐	☐ 0 ☐
☐ 1 ☐	☐ 1 ☐	☐ 1 ☐
☐ 2 ☐	☐ 2 ☐	☐ 2 ☐
☐ 3 ☐	☐ 3 ☐	☐ 3 ☐
☐ 4 ☐	☐ 4 ☐	☐ 4 ☐
☐ 5 ☐	☐ 5 ☐	☐ 5 ☐
☐ 6 ☐	☐ 6 ☐	☐ 6 ☐
☐ 7 ☐	☐ 7 ☐	☐ 7 ☐
☐ 8 ☐	☐ 8 ☐	☐ 8 ☐
☐ 9 ☐	☐ 9 ☐	☐ 9 ☐

Male	Female
☐	☐

4

CURRENT GRADE

☐ 0 ☐
☐ 7 ☐
☐ 8 ☐
☐ 9 ☐
☐ 1 ☐
☐ 2 ☐

5

CAREER CHOICE MADE BY YOU IN GRADE

☐ 0 ☐
☐ 7 ☐
☐ 8 ☐
☐ 9 ☐
☐ 1 ☐
☐ 2 ☐

6

AFTER SCHOOL PLANS	Yes	No
Go to work	☐	☐
On the job training	☐	☐
Apprentice training	☐	☐
Trade school	☐	☐
Technical school	☐	☐
Two-year college	☐	☐
Four-year college	☐	☐
Armed forces	☐	☐

7

FATHER'S JOB

☐ 0 ☐
☐ 1 ☐
☐ 2 ☐
☐ 3 ☐
☐ 4 ☐
☐ 5 ☐
☐ 6 ☐
☐ 7 ☐
☐ 8 ☐
☐ 9 ☐

8

MOTHER'S JOB

0 ☐	0 ☐
1 ☐	1 ☐
2 ☐	2 ☐
3 ☐	3 ☐
4 ☐	4 ☐
5 ☐	5 ☐
6 ☐	6 ☐
7 ☐	7 ☐
8 ☐	8 ☐
9 ☐	9 ☐

9

HELPED YOU IN YOUR CHOICE

	Most	Some	None
Parent	☐	☐	☐
Brother	☐	☐	☐
Sister	☐	☐	☐
Principal	☐	☐	☐
Counselor	☐	☐	☐
Teacher	☐	☐	☐
Friend	☐	☐	☐
Books	☐	☐	☐
Classes	☐	☐	☐
Magazines	☐	☐	☐

10

CAREER CHOICES

Most desirable 1st		Most desirable 2nd			Realistic 1st		Realistic 2nd	
☐	☐	☐	☐	0	☐	☐	☐	☐
☐	☐	☐	☐	1	☐	☐	☐	☐
☐	☐	☐	☐	2	☐	☐	☐	☐
☐	☐	☐	☐	3	☐	☐	☐	☐
☐	☐	☐	☐	4	☐	☐	☐	☐
☐	☐	☐	☐	5	☐	☐	☐	☐
☐	☐	☐	☐	6	☐	☐	☐	☐
☐	☐	☐	☐	7	☐	☐	☐	☐
☐	☐	☐	☐	8	☐	☐	☐	☐
☐	☐	☐	☐	9	☐	☐	☐	☐

11

	Yes	No
WOULD YOU GO TO A LOCAL OR REGIONAL VOCATIONAL-TECHNICAL SCHOOL?	☐	☐

APPENDIX B. OCCUPATIONAL CATEGORIES TO ACCOMPANY STUDENT CAREER INTEREST FORM

PROFESSIONAL, TECHNICAL, AND MANAGERIAL OCCUPATIONS

01 Occupations in Architecture and Engineering includes technicians, draftsmen and surveyors.

02 Occupations in Mathematics and Physical Sciences includes astronomy, chemistry, physics, geology, meteorology

04 Occupations in Life Sciences includes agricultural, biological, psychological, life.

05 Occupations in Social Sciences includes economics, political science, history, sociology and anthropology

07 Occupations in Medicine and Health includes physicians, osteopaths, dentists, veterinarians, pharmacists, registered nurses, dietitians, medical and dental technology

09 Occupations in Education includes university, secondary school, primary school, handicapped, home economists, vocational education

10 Occupations in Museum, Library, and Archival Sciences

11 Occupations in Law and Jurisprudence includes lawyers

12 Occupations in Religion and Theology includes clergymen

13 Occupations in Writing includes writers and editors, interpreters and translators

14 Occupations in Art includes commercial artists, designers, occupations in photography, painters, sculptors

15 Occupations in Entertainment and Recreation includes dramatics dancing, music, athletics and sports, entertainment and recreation

16 Occupations in Administrative Specializations includes accountants, purchasing, sales and distribution management, advertising, management

18 Managers and Officials, N.E.C. includes mining managers, construction managers, manufacturing managers, wholesale managers, finance managers, service managers

19 Miscellaneous Professional, Technical, and Managerial Occupations includes radio operators, sound recording, social and welfare work, airplane pilots, ship captains, railroad conductors.

CLERICAL AND SALES OCCUPATIONS

20 Stenography, Typing, Filing, and Related Occupations includes secretaries, stenographers, typists, personnel clerks, file clerks

21 Computing and Account-Recording Occupations includes bookkeepers cashiers, tellers, data-processing operators, computing-machine

22 Material and Production Recording Occupations includes production shipping and receiving, stock, weighers

23 Information and Message Distribution Occupations includes messengers, mail clerks, post office clerks, mail carriers, telephone operators, telegraph operators

25 Salesmen, Services, includes real estate and insurance, securities transportation, utilities

26
27 Salesmen and Salespersons, Commodities includes horticultural,
28 agricultural, foodstuffs, textiles, leather, paper and paper products, chemicals, fuel and petroleum, metal and metal products, hotel and restaurant equipment

SERVICE OCCUPATIONS

30 Domestic Service Occupations includes day workers, laundresses, housekeepers, maids
31 Food and Beverage Preparation and Service Occupations includes hostesses and stewards, waiters, waitresses, bartenders, chefs and cooks, meatcutters
32 Lodging and Related Service Occupations includes housekeepers, maids and housemen, bellmen
33 Barbering, Cosmetology, and Related Service Occupations includes barbers, manicurists, hairdressers, masseurs, embalmers
34 Amusement and Recreation Service Occupations includes gambling hall attendants
35 Miscellaneous Personal Service Occupations includes ship stewards pullman porters, hostesses and stewards, guides
36 Apparel and Furnishings Service Occupations includes laundering, dry cleaning, pressing
37 Protective Service Occupations includes firemen, policemen and detectives, sheriffs, military service
38 Building and Related Service Occupations includes porters and cleaners, janitors

FARMING, FISHERY, FORESTRY, AND RELATED OCCUPATIONS

40 Plant Farming Occupations includes grain, cotton, vegetable, orchard-vineyard
41 Animal Farming Occupations includes dairy, poultry, livestock
43 Fishery and Related Occupations
44 Forestry Occupations includes forest conservation, production of forest products
45 Hunting, Trapping, and Related Occupations
46 Agricultural Service Occupations

PROCESSING OCCUPATIONS

50 Occupations in Processing of Metal includes electroplating, melting, pouring, casting, heat-treating, metal spraying
51 Ore Refining and Foundry Occupations includes mixing, separating, melting, roasting, crushing and grinding
52 Occupations in Processing of Food, Tobacco, and Related Products
53 Occupations in Processing of Paper and Related Materials
54 Occupations in Processing of Petroleum, Coal, Natural and Manufactured Gas, and Related Products includes mixing and blending, filtering, distilling, drying, grinding, reacting
55 Occupations in Processing of Chemicals, Plastics, Synthetics, Rubber, Paint, and Related Products
56 Occupations in Processing of Wood and Wood Products
57 Occupations in Processing of Stone, Clay, Glass, and Related Products
58 Occupations in Processing of Leather, Textiles, and Related Products includes shaping, blocking, separating, washing, ironing, mercerizing, singeing, felting

MACHINE TRADES OCCUPATIONS

60 Metal Machining Occupations includes machinists, toolmakers, gear machining, abrading, turning, milling, boring

61 Metalworking Occupations, N.E.C. includes hammer forging, press forging, sheet and bar rolling, extruding

62 Mechanics and Machinery Repairmen includes motorized vehicle
63 aircraft repairing, marine equipment, farm machinery repairing, engine, power transmission, and related mechanics, powerplant, ordnance

64 Paperworking Occupations includes paper cutting, folding, paper sewing, corrugating

65 Printing Occupations

66 Wood Machining Occupations includes cabinetmakers, patternmakers, sanding, turning, milling, sawing

67 Occupations in Machining Stone, Clay, Glass, and Related Materials

68 Textile Occupations

BENCH WORK OCCUPATIONS

70 Occupations in Fabrication, Assembly, and Repair of Metal Products, N.E.C. includes jewelry, silverware, tools and related products, engravers, etchers

71 Occupations in Fabrication and Repair of Scientific and Medical Apparatus, Photographic and Optical Good, Watches and Clocks, and Related Products includes fabrication and repair of instruments, optical instruments and lenses, surgical, medical, and dental, ophthalmic, photographic equipment, watches, clocks, engineering and scientific instruments

73 Occupations in Fabrication and Repair of Products Made from Assorted Materials includes musical instruments and parts, games and toys, sporting goods, ammunition, fireworks, explosives

75 Occupations in Fabrication and Repair of Plastics, Synthetics, Rubber, and Related Products includes tires, tubes, tire treads, rubber and plastic footwear, miscellaneous plastics products

77 Occupations in Fabrication and Repair of Sand, Stone, Clay, and Glass Products includes repair of jewelry, ornaments, stone cutters and carvers, repair of pottery, repair of asbestos

78 Occupations in Fabrication and Repair of Textile, Leather, and Related Products includes upholstering, hand sewers, menders, embroiderers, knitters, fur working occupations, repair of hats, caps, gloves, tailors and dressmakers, sewing machine operators, repair of footwear

STRUCTURAL WORK OCCUPATIONS

80 Occupations in Metal Fabricating, N.E.C. includes Riveters, tinsmiths, coppersmiths, sheet metal workers, boilermakers
81 Welders, Flame Cutters, and Related Occupations includes arc, gas, resistance, brazing, graze-welding, lead burning, flame cutters
82 Electrical Assembling, Installing, and Repairing Occupations includes generators, motors, accessories, transmission and distribution lines, wire communication, electronic communication, lighting equipment
84 Painting, Plastering, Waterproofing, Cementing, and Related Occupations includes construction and maintenance painters, paperhangers, plasterers, waterproofing, cement and concrete finishing
85 Excavating, Grading, Paving and Related Occupations includes concrete paving, asphalt paving
86 Construction Occupations, N.E.C. includes carpenters, brick masons, plumbers, asbestos, floor laying, glaziers, roofers

MISCELLANEOUS OCCUPATIONS

90 Motor Freight Occupations includes truck drivers
91 Transportation Occupations includes railroad, water, air, passenger transportation, pumping and pipeline, attendants and servicemen
92 Packaging and Materials Handling Occupations includes packaging hoisting, materials moving
93 Occupations in Extraction of Minerals includes boring, drilling, cutting, blasting, loading, crushing, screening
94 Occupations in Logging includes timber cutting, log inspecting, log sorting
95 Occupations in Production and Distribution of Utilities includes stationary engineers, occupations in electric light and power, gas, water, refuse and sewage
96 Amusement, Recreation, and Motion Picture Occupations includes, projectionists, models, radio and television production
97 Occupations in Graphic Art Work includes photoengraving, lithographers, bookbinders
99 Employment at Home including Homemaker

APPENDIX C. OCCUPATIONS OF FATHERS AND MOTHERS OF CHURCHILL COUNTY STUDENTS, GRADES 7-12, REPORTED SPRING 1968

(Occupational Code Numbers identified and described in Appendix B)

OCC. CODE	FATHER	MOTHER	OCC. CODE	FATHER	MOTHER
1	20	0	33	3	2
2	2	0	34	7	7
4	3	0	35	0	3
5	0	0	36	2	3
7	13	29	37	72	4
9	24	29	38	12	3
10	0	3	40	38	1
11	2	0	41	112	6
12	5	0	43	3	0
13	0	2	44	3	0
14	3	4	45	1	0
15	0	0	46	9	0
16	8	2	50	1	0
18	75	10	51	5	0
19	11	6	52	1	1
20	2	62	53	0	0
21	3	26	54	1	0
22	2	0	55	2	0
23	8	8	56	1	0
25	15	8	57	2	0
26	0	2	58	1	0
27	2	8	60	3	0
28	4	0	61	0	0
30	1	41	62	39	0
31	20	50	63	6	0
32	1	8	64	0	0

OCC. CODE	FATHER	MOTHER
65	0	0
66	0	0
67	0	0
68	0	0
70	0	0
71	1	0
73	1	0
75	1	0
77	0	2
78	0	2
80	0	0
81	12	0
82	42	0
84	17	0
85	36	0
86	39	0
90	26	0
91	10	0
92	5	0
93	3	0
94	0	0
95	10	0
96	2	2
97	1	0
99	76	499

APPENDIX D. FORM SENT TO DROPOUTS AND TO STUDENTS WHO GRADUATED

RESEARCH COORDINATING UNIT
UNIVERSITY OF NEVADA
RENO, NEVADA

January 19, 1968

Dear Former Churchill County Student:

Now that you have been gone from high school for some time, the University of Nevada, in cooperation with the Churchill County School District, would like your help in answering some important questions. Like many people in the community, we are sincerely searching for ways to improve our schools and we believe that your careful answers to the following questions will prove quite valuable to us.

We are sending these letters to a selected group of former students, which makes it even more important that each and every one is returned to us. It is not a lengthy form and most of those who have completed it have done so in less than 15 minutes. You'll note that we have included a self-addressed, stamped envelope. When you have finished your answers, please place the form in the envelope provided and drop it in a mail box.

When all the returns are in, we will send you a brief report of what we have learned. But, of more importance, we will use the information you and others give us to help the Churchill County Schools do a better job with the many students who will be coming each year.

As someone once said, "Everyone talks about the weather, but no one does anything about it." Sometimes it seems as though, "Everyone talks about the schools, but no one does anything about them." We feel that this little form gives you a chance to do something about your schools and we very much hope that you will do your part by completing it today and mailing it promptly back to us. Many thanks for your help.

Sincerely,

J. Clark Davis

J. Clark Davis, Professor
Director, Nevada Research
Coordinating Unit
Department of School Administration

JCD:jhp

Enclosures

SURVEY OF FORMER STUDENTS

DIRECTIONS: Skip any questions which do not apply to you, but make a check (x) beside the number of each question skipped to show us that you looked at it.

1. If your name and address is different from what appears at the upper left side of this page, please print it as it should be written on the following lines. If it is entirely correct check here: ( )

   Name: ____________________

   Street Address: ____________________

   City and State: ____________________

2. Circle your present status: SINGLE MARRIED DIVORCED WIDOWED

3. If married or divorced, how many children do you have? __________.

4. If you are now a "Mrs.", please write your married name above your name at the top of this page.

5. What are you doing now? (Check the one which best tells what you are now doing.)

   ___1. Working full time.
   ___2. Working part-time.
   ___3. Unemployed but looking for work.
   ___4. Unemployed and not looking for work.
   ___5. In school full time.
   ___6. In school part-time.
   ___7. In school and working part-time.
   ___8. In the service: Branch ___ ____________________
   ___9. Other. Explain____________________ ____________________

6. While in high school, of those listed, from whom did you get the most help in choosing your life plan? Check one.

   ___1. Friends my own age.
   ___2. Teachers who were not my counselors.
   ___3. My counselors.
   ___4. I received no real help from high school, or parents, friends or teachers.
   ___5. Other (please explain)____________________ ____________________

7. If you did not finish high school, check why you quit. Write "1" to the left of your first main reason and write a "2" to the left of your second main reason.

___ 1. Just no interested in school.
___ 2. Preferred work to school.
___ 3. School was too hard.
___ 4. I was doing failing work.
___ 5. I disliked a teacher or teachers.
___ 6. I disliked a subject or subjects.
___ 7. I felt I could learn more outside of school.
___ 8. I was expelled for breaking school rules.
___ 9. I needed money to help at home.
___10. I needed spending money for myself.
___11. My friends had quit school.
___12. I was pregnant.
___13. I was in ill health.
___14. My parents wanted me to quit school.
___15. I got married.
___16. I joined the service.
___17. Other: (Explain)____

____

8. I think my decision to quit school was a good one. Yes___ No ___

8a. Please state why you marked "yes" or "no":______________________________

____

9. If I were advising a high school student today who had the same reasons for quitting as I had, I would advise him to quit.
Yes____ No____

9a. Please state why you marked "yes" or "no":______________________________

____

10. How many full-time jobs have you held since leaving high school?
Circle one: 1 2 3 4 or more

11. If you are working, what is your Job Title? Be exact: ______________

____

12. What is your average weekly salary today before taxes are taken out? (Answers confidential). Check one:

___ 1. $15-25
___ 2. $26-35
___ 3. $36-45
___ 4. $46-55
___ 5. $56-65
___ 6. $66-80
___ 7. $81-100
___ 8. $101-120
___ 9. $121-140
___10. $141-160
___ 11. $161-180
___ 12. $181-200
___ 13. $201-220
___ 14. $221-240
___ 15. $241 or more

13. Is the work you are doing now what you thought you would be doing while you were in high school? Check one.

___1. I had nothing very definite in mind while attending high school.
___2. I am not doing work anything like I had in mind while in high school.
___3. I am doing work somewhat like I had in mind while in high school.
___4. I am doing work exactly or almost exactly like what I had in mind while in high school.

14. Do you feel satisfied with your present job concerning each of the following:

1. With the type of work Yes ____ No ____
2. With your salary Yes ____ No ____
3. With your chances for advancement or getting ahead Yes ____ No ____

14a. If answer is "no" for any of these, please explain:

1.____

2.____

3.____

15. Check if you have had any of the following types of training since leaving high school:

___1. Beauty College
___2. Barber College
___3. Business College
___4. Correspondence Courses -- state type:____________________
___5. Apprentice Training -- state type:____________________
___6. Military Specialty Training -- state type:____________________
___7. Other Job Training -- state type:____________________

16. If you have attended or are now attending a school, college or university of any kind since leaving high school, write the name of the school and type of training.

1. Name of school____________________________________
2. Type of training____________________________________
3. If college, state major____________________________________

17. If you dropped out of the school just indicated (see item #16), check your main reason.

___1. Low grades
___2. Poor study habits
___3. No definite goal
___4. Marriage
___5. Took a job
___6. Not enough money to continue
___7. Health reasons
___8. Needed at home
___9. Other. Explain____________________
____

18. For each of the activities or school functions listed below, check if you did not participate in them while in high school or, if you did participate in them while in high school, check the amount of help you've gained by participating in them.

	NEVER PARTI-CIPATED	LITTLE OR NO HELP	HELPED ME SOME	HELPED ME MUCH	BROUGHT ABOUT A GREAT CHANGE IN MY LIFE
1. Clubs					
2. Athletics					
3. Library					
4. Counseling					
5. Student Body or Class Officer					
6. Informal Chats With Teachers					

19. Do you believe high school could have helped you develop another skill or ability that you could use now? Yes____ No____

If "yes", name the skill or ability________________________________

20. Do you believe your high school could have offered some course or subject that would help you now? Yes____ No____

If "yes" name the course or subject________________________________

21. When you left high school would you have transferred to a vocational or a technical or a manual training high school if one had been available? Yes____ No____

If "yes" what course of training might you have studied? Please state:________________________________

22. If there were a vocational or a technical or a manual training school in the community today and open to the public, would you enroll now? Yes____ No____

If "yes" what would you like to study? Please state: ________________

____

If "no" check why you would not be interested:

____1. Vocational or technical training would not improve my present work situation.
____2. I could not get away from job or home to attend classes.
____3. I could not afford to go.
____4. I feel I am too old to start learning all over again.
____5. Other reason (please state)________________________________

____

23. If you were advising a young person today who was enrolled in a high school exactly like yours and who was about to quit for reasons exactly like your own, would you try to steer him into a vocational or technical high school if one were available?
Yes____ No____

24. Do you feel your high school career might have been more successful if you had gone directly to a Vocational/Technical high school (if one had been available) after leaving junior high school?
Yes____ No____

25. Since we are particularly interested in learning ways in which the schools could have helped you secure a better job or one that you would find more to your liking, perhaps you have some suggestions that would help the schools do this. We'd appreciate it if you would write these ideas on the following lines. Please don't think that your thoughts are not important -- this entire project is aimed at getting YOUR ideas.

____

____

____

____

____

____

____

____

____

MANY THANKS FOR YOUR ASSISTANCE

Please slip the questionnaire in the return envelope and mail back to us.

APPENDIX E. FORM SENT TO PARENTS OF DROPOUTS AND TO PARENTS OF STUDENTS WHO GRADUATED

RESEARCH COORDINATING UNIT
UNIVERSITY OF NEVADA
RENO, NEVADA

January 19, 1968

Dear Parent of a Former Churchill County Student:

The University of Nevada, in cooperation with the Churchill County School District, is engaged in an undertaking aimed at finding ways to improve the effectiveness of our schools. Though we have an imposing array of "experts" to whom we may turn for advice and counsel, we honestly believe that the parents of former students represent a rich source of ideas that has never been fully tapped. We are, therefore, asking that you take a few minutes of your time to complete the enclosed questionnaire.

It is our purpose to translate the suggestions we obtain from you and other parents into meaningful action within the schools so that they come closer to doing the kind of job which your experience with them would prompt you to recommend. After we have gathered information from many parents, we will send you a brief report of our findings.

Many thanks for your cooperation.

Sincerely,

J. Clark Davis

J. Clark Davis, Professor
Director, Nevada Research
Coordinating Unit
Department of School Administration

JCD:jhp

Enclosures

Research Coordinating Unit
University of Nevada
Churchill County School District

SCHOOL SURVEY

PARENTS OF FORMER STUDENTS

January 12, 1968

NAME:

STREET ADDRESS:

CITY AND STATE:

1. Please place a check mark (✓) to the right of the name, street address, and city and state above if each is correctly written for your son or daughter who is a former Washoe County high school student. If the name, street address or city and state is not correct for your son or daughter cross out the incorrect line and print to the right of it the correct information.

2. How many years did your son or daughter attend a Churchill County high school? ______________________

3. Did he or she graduate from a Churchill County high school? ____________

4. If he or she did not graduate, why did he or she quit? Place a "1" by the best reason. Place a "2" by the next best reason.

   ______ 1. Just not interested in school.
   ______ 2. Preferred work to school.
   ______ 3. School was too hard.
   ______ 4. Was doing failing work.
   ______ 5. Disliked a teacher or teachers.
   ______ 6. Disliked a subject or subjects.
   ______ 7. Felt he or she could learn more outside of school.
   ______ 8. Needed money to help at home.
   ______ 9. Was expelled for breaking school rules.
   ______ 10. Needed spending money.
   ______ 11. We (the parents) wanted son or daughter to quit.
   ______ 12. Quit to get married.
   ______ 13. Join the service.
   ______ 14. Other explanation. ______________________________

   ____

   ____

   ____

5. At the time my son or daughter quit school I thought it was a good decision. Yes ________. No ________.

6. Now I think my son or daughter's quitting school was a good decision. Yes ________. No ________.

7. If answer to question no. 6 is different from answer to question no. 5, please explain: ____

____

____

____

____.

8. When your son or daughter was in high school did you feel the emphasis for preparing students to go on to college was about right? Check one.

   1. Emphasis on college preparation was not enough.
   2. Emphasis on college preparation was about right.
   3. Emphasis on college preparation was too much.

9. When your son or daughter was in high school, did you feel the attention given to vocational or technical training (sometimes called manual training) was about right? Check one.

   1. Attention to technical or vocational training was not enough.
   2. Attention to technical or vocational training was about right.
   3. Attention to technical or vocational training was too much.

10. Do you feel your son or daughter would have gained more in high school if he or she would have attended a technical training or vocational high school? Yes ________. No ________.

11. If you could have chosen to send your son or daughter to a technical training high school would you have done so at the time? Yes ________. No ________.

12. If you were choosing today would you send your son or daughter to a technical training high school? Yes ________. No ________.

13. Do you think a complete technical training or vocational training program can best be presented in a separate high school? Yes ________. No ________.

14. What kind of skills would you have been pleased to have your son or daughter learn had he or she attended a vocational or technical training high school? List three in your order of preference.

   1. ____
   2. ____
   3. ____

15. Knowing your son or daughter's present earning capacity, do you believe it would have been increased had he or she spent his or her high school years in a technical training or vocational-technical high school? Check one.

   1. Technical training would have increased his earnings.
   2. Technical training would have decreased his earnings.
   3. Technical training would have no effect on his earnings.

16. If these questions have suggested some idea on your part, please jot it down on the following lines. Don't conclude that your ideas are not important. This entire study is aimed at getting YOUR ideas.

Now, please place this questionnaire in the stamped and addressed envelope and mail.

Many thanks for your assistance.

APPENDIX F. VOCATIONAL-TECHNICAL SURVEY FOR BUSINESSES

CONFIDENTIAL

VOCATIONAL - TECHNICAL SURVEY

Research Coordinating Unit of the University of Nevada, Reno
and the Churchill County School District
Fallon, Nevada

Name of Firm ______________________________

Address ______________________ **Phone** ______________

Principal Product or Service ______________________

Name of Person Completing Form ______________________

Please Check the Appropriate Column and Fill in Numbers Where Requested

OCCUPATION	NO. OF EMPLOYEES					COMPANY TRAINING PROGRAMS					EDUCATION REQUIREMENTS						
											EDUCATION						
	1967 Employed		1970 Estimate		1966 Turnover in Percent	Apprenticeship or Lead In		On The Job		None	Less than High School	High School Grad.	High School Plus	Specialized	Experience		Minimum Age
	Male	Fem.	Male	Fem.		Need	Have	Need	Have						Yes	No	
	No.	No.	No.	No.	%	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Years
1. Professional & Technical																	
2. Managerial & Administrative																	
3. Clerical																	
Bookkeeper																	
Cashier																	
Clerk Account																	
Clerk General																	
Office Machine Operator																	
Secretary																	
Stenographer																	
Telephone Operator																	
Teller																	
Typist																	
(Other)																	
4. Amusement & Entertainment																	
Entertainer																	
Musician																	
Radio, T-V Announcer & Related																	

OCCUPATION	NO. OF EMPLOYEES					COMPANY TRAINING PROGRAMS					EDUCATION REQUIREMENTS						
											EDUCATION						
	1967 Employed		1970 Estimate		1966 Turnover in Percent	Apprenticeship or Lead In		On The Job		None	Less than High School	High School Grad.	High School Plus	Specialized	Experience		Minimum Age
	Male	Fem.	Male	Fem.		Need	Have	Need	Have						Yes	No	
	No.	No.	No.	No.	%	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Years
4. Amusement (Con't.)																	
Gambling Specialty																	
(Other)																	
5. Sales																	
Sales Clerk																	
Salesman																	
Stock Clerk																	
Display Man																	
(Other)																	
6. Food Service																	
Baker, Chef, Cook																	
Bartender																	
Bus Boy																	
Kitchen Worker																	
Waiter & Waitress																	
(Other)																	
7. Other Service																	
Barber & Beautician																	
Bldg. Maintenance, Janitor																	
Dry Cleaner, Laundry																	
Maids, Housekeeper																	
Porter, Cleaner																	
Policeman, Fireman																	
Watchman, Guard																	
(Other)																	
8. Skilled & Craftsman																	
Appliance Repairs																	
Body, Fender & Paint																	
Cabinet Maker																	
Carpenter																	
Electrician																	
Foreman																	

OCCUPATION	NO. OF EMPLOYEES					COMPANY TRAINING PROGRAMS					EDUCATION REQUIREMENTS						
	1967 Employed		1970 Estimate		1966 Turnover in Percent	Apprenticeship or Lead In		On The Job		None	EDUCATION				Experience		Minimum Age
	Male	Fem.	Male	Fem.		Need	Have	Need	Have		Less than High School	High School Grad.	High School Plus	Specialized	Yes	No	
	No.	No.	No.	No.	%	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Years
8. Skilled (Con't.)																	
Machinist																	
Mason																	
Mechanic																	
Painter, Decorator																	
Plumber																	
Tailor																	
Typesetter, Engraver																	
(Other)																	
9. Semi-Skilled																	
Assembler																	
Machine Operator																	
Truck Driver																	
(Other)																	
10. Unskilled or Miscellaneous (Specify)																	

List new job titles which you anticipate adding to your present employment.

NEW JOB TITLES

____

____

____

THE ANSWER TO THE FOLLOWING QUESTION IS NOT A COMMITMENT BUT INDICATES AN INTEREST IN TRAINING YOUTH

Would you be willing to hire part-time cooperative students, or to participate in a work-experience program?

YES _____
NO _____

(These are vocational programs in which students (usually seniors) spend at least one-half day in school and the rest of the day at work under proper supervision.)

If you answered YES: List JOB TITLES

____
____
____

Under 18	Over 18

What training, other then general education, would you consider advisable to help youth qualify for employment with your company?

SPECIFIC VOCATIONAL PREPARATION	JOB TITLE

Do you give beginning workers preference in hiring if they have had specialized training? If so, indicate what training is preferred.

____
____
____

Your comment on this survey, or on present public education, or any comment in general:

____
____
____
____

Would you like a summary of the final report of this study?

YES _____
NO _____